DOCUMENTARY HISTORY

OF

EDUCATION IN UPPER CANADA

(ONTARIO)

1856-58.

Ministry of Education, Ontario
Information Centre, 13th Floor,
Mowat Block, Queen's Park,
Toronto, On M7A 1L2

ERRATA

Contents, page vii. Line 13 for page 40, read page 46
" " ix. " 38 " " 327, " " 323
" " ix. " 39 " " 323, " " 327
" " ix. " 40 " " 328, " " 327

Chapter 1, page 1, " 16 should be transposed to follow line 19.
" 12, " 205, Foot note, Line 9 for Alexander Lachlin, read Archibald McLachlin

DOCUMENTARY HISTORY

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Education in Upper Canada

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION OF THE EDUCATION DEPARTMENT IN 1876

VOL. XIII., 1856-1858.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

J. GEORGE HODGINS, I.S.O., M.A., LL.D.

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION; HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

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DEPT. OF EDUCATION
HISTORICAL COLLECTION

PREFATORY NOTE TO THE THIRTEENTH VOLUME.

By a singular coincidence, a four-fold movement against the administration of the Education Department took place in the years 1857 and 1858, —to which years the educational records of this Volume relate.

This four-fold movement consisted of,—

First: A series of hostile Letters by the Reverend J. M. Bruyère, addressed "to the Newspaper Press", and endorsed, and highly commended, by the Right Reverend Doctor P. A. Pinsoneault, Bishop of London, U.C., against the Public School System of the Province, and particularly against certain features of the Public School Library System.

Second: The efforts of Mr. Angus Dallas, in several Letters to the Toronto Newspapers, (and in a pamphlet), addressed to the Honourable John A. Macdonald, in which he sought to show that the Public School System of Upper Canada was an utter "failure", and that its Normal School was "an expensive fraud". In these Letters, signed "A Protestant", he proposed to substitute for the Provincial School System, one which he considered to be more practical, as well as one framed more in harmony with the constitutional precedents and practice in such cases.

Third: The combined Appeals by Petition, to the Provincial Legislature of a majority of the Booksellers of Upper Canada against the Operations of the Educational Depository, in regard to its mode of supplying the Schools with Public Libraries, Maps, Apparatus and other School Material.

Fourth, and most important, was the alleged project of the Brown-Dorion Government of the day to substitute the Irish National School System for that then in operation in Upper Canada.

The various Chapters of this Volume are mainly devoted to a series of elaborate answers, by the Chief Superintendent of Education, to these varied movements against the Upper Canada School System and its Administration by him.

In dealing with the movement in favour of the substitution of the Irish National System for that in operation in Upper Canada, the Chief Superintendent pointed out what appeared to him to be the insuperable objection against the adoption of the Irish National System, which embodied in itself the principle of absolutism, and permitted of no form of freedom in local action, in carrying out its details. He also showed that in the Irish National System there was no escape from the scheme of a dual system of Schools, as the "Non Vested" Schools in that Country were either Roman Catholic, or Protestant, Separate Schools, (in more than one form,) while the Schools "Vested" in the Commissioners were the only ones, which, in a very restricted sense, were "National", and were, as such, required to have the word "National" placed over the School House Doors.

In dealing with the statements and scheme of Mr. Dallas, the Chief Superintendent pointed out that, in order to make it appear that a change of

system was necessary Mr. Dallas had attacked the principal features of the Provincial School System; and, in his manner of doing so, he thereby endorsed the strong statements which had been made against that System by certain of the Supporters of Separate Schools, and thus he rendered the Separate School agitation subsidiary and substantial aid.*

The majority of the Booksellers in Upper Canada, having appealed by Petition to the Legislature against the operations of the Educational Depository, as contrary to precedent in other Countries, and, even, as stated by the *British Colonist* in its Editorial on the subject), without Government authority in this Province, the Chief Superintendent prepared a Special Report upon that and other matters, which was laid before the House of Assembly, in which he showed, that, in what he had been enabled to do, in providing Library Books, Maps, Apparatus and other School Material, he had not only the full authority of the Government for what he had done, but that abundant means had been furnished by the Legislature, at its instance, so as to enable him to do so the more efficiently. He further pointed out, that, in establishing the Educational Depository he had followed the example, as he had shown, not only of the Privy Council Committee on Education, but also that of the Commissioners of National Education in Ireland, and in some of the United States, in providing a Depot, or Depository, for the supply to the Schools with these necessary adjuncts to their efficient operations. The Chief Superintendent further pointed out that the Statements of the Booksellers, in regard to which they had been misinformed, were entirely erroneous, and that the Depository System was the only one which the Government, (as in other Countries), could adopt with a view to accomplish efficiently what was necessary to be done in that matter. The Chief Superintendent felt that, having established a Normal School for the training of School Teachers, it was both necessary and fitting, that he should see that they were, when appointed to Schools, provided with such suitable material and appliances, or so called "tools of the trade", as would enable them to make their Schools effective and efficient. He felt too, that this supply of School Material should be furnished at such prices, and under such safe-guards, as would promote economy on the one hand, and, on the other, a proper supervision over the expenditure of the Grant, and also care in regard to the kind and character of the Books and Apparatus provided for the Schools.

One interesting matter referred to in this Volume is the Confidential Report furnished to Sir Edmund Head, at his request, by the Chief Superintendent on the Separate School Systems of Upper and Lower Canada. This, as suggested by the Governor-General and Attorney-General (John A.) Macdonald, led to the preparation of an elaborate Special Report, in 1858, on that subject, and also on the Public School Library System, for the information of the Members of the Legislature.

*The Montreal *True Witness* of the 7th of May, 1858, in referring to this kind of subsidiary aid, said: "That we are not left to fight the good fight alone, is the great fact which we wish to impress upon our Readers. We have allies in the Protestant Camp,—more allies than we wot of."

The other matters of interest contained in this Volume is practically the review, from a Clerical standpoint, of the Upper Canada School System by the Right Reverend Bishop Strachan; and also the more popular estimate of it by Lord Elgin, the former Governor-General. No less was it a matter of interest that during the years, to which this Volume relates, the new Buildings of the University of Toronto and University College were rapidly approaching completion, so that, in the following year, the Cap, or "Cope Stone" was placed on its central Tower by the Governor-General. For the erection of this beautiful Building, the Legislature provided the Sum of Seventy-five thousand pounds, (£75,000), besides Twenty-thousand pounds, (£20,000), for a Library and Museum. The Legislature also authorized the Senate of the University to arrange with the Council of the City of Toronto for the setting apart of Fifty acres of the University Grounds as a Public Park, which, in honour of Her Majesty, was, thereafter, to be known as "The Queen's Park."

J. George Hodgins, I.S.O.,
Historiographer of the Education
Department of Ontario.

Toronto, 29th of December, 1905.

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CHAPTER I.

THE SEPARATE SCHOOL QUESTION IN 1856.

The Correspondence which took place in regard to the Separate School Question up to the present time was official in its character and tone, and was confined to Bishop de Charbonnel on the one side, and to Doctor Ryerson on the other. Now, however, the promoters of Separate Schools have adopted a different course, and made an appeal *ad populum* through the Press against the Chief Superintendent of Education and his administration of the Separate School Law.

Bishop de Charbonnel no longer took a leading part in the Controversy, but the Reverend J. M. Bruyére, Rector of St. Michael's Cathedral, Toronto, undertook the duty of carrying it on, not with Doctor Ryerson personally, but through the Press, and, in his Letters not only arraigned Doctor Ryerson and his administration, but, partly by ridicule and invective, sought to discredit him before the public.

It became, therefore, the duty of Doctor Ryerson to defend his course of proceeding in Separate School matters. This he did by replying to the to it, practically exhausts the controversial points raised by Mr. Bruyere. successive Letters written by Mr. Bruyère on the subject. He also used the same means of reaching the public, as that employed by Mr. Bruyère

As the first Letter written by Mr. Bruyére, and Doctor Ryerson's reply in it, and in his subsequent Letters, I do not deem it necessary to reprint in this Volume more on the subject than Mr. Bruyére's first Letter, and Doctor Ryerson's reply to it. I shall however give the substance of each of Mr. Bruyére's subsequent Letters and Doctor Ryerson's Replies to them. I am the more induced to adopt this course from the fact, that less of argument, and more of personalities, characterise these Letters, thus detracting from their semi-official character.

The first of Mr. Bruyere's Letters was written ostensibly in regard to Doctor Ryerson's Circular to the various Municipalities in Upper Canada, urging them to devote a portion of the "Clergy Reserve," or "Municipalities' Fund" to the purchase, for the School, of Library Books and Maps and Apparatus.* Mr. Bruyére's Letter is addressed "To the Conductors of the Press in Canada," and is as follows:—

I have before me a "Circular" addressed by Doctor Ryerson, Chief Superintendent of Education in Upper Canada, to the Heads of City, Town, Township, and Village Municipalities, in this Section of the Province, on the appropriation of the Clergy Reserve Funds. In this Letter the distinguished Head of the Education Department, takes upon himself to deliver a Lecture to the Municipalities of the upper section of the Province, on the expenditure of the money accruing from the secularized Clergy Reserves. The Reverend Gentleman submits to the favourable consideration of the Municipalities, whether their highest interests will not be best consulted by the appli-

*This Circular will be found on page 334 of the preceding Volume of this History.

cation of the whole, or at least, a part of the sum, for procuring Maps, Charts, Globes, etcetera, for their Schools, and Books of useful, entertaining reading for all classes and ages in their Municipality.

2. On the propriety of thus intruding, as unasked advice, on our various Municipalities, I will not attempt to express an opinion. The worthy Doctor may be actuated by considerations which may plead as an excuse for his meddling interference in the concerns of others.

3. I may be permitted, however, to say, *en passant*, that our Municipal Bodies, being composed of Citizens of the highest respectability by their moral character, education and standing in society, should be the best and sole judges of the most suitable appropriation of the Money, which the Act of the Legislature has placed under their control. Had the Reverend Gentleman allowed our Municipalities to follow, in this, their own judgement and discretion, I would have considered it imperative on my part, an humble Priest of the Catholic Church, to remain silent. Having now before me the example of the distinguished Chief Superintendent of Education in Upper Canada, I may be permitted to venture to suggest some considerations on the same subject.

4. Our Legislators, in settling two years ago, that long-pending and much vexed question of the Clergy Reserves, meant to withdraw from the private use of one portion of our Community Funds which they considered should be applied to general purposes, and to the benefit of all,—Presbyterians, Methodists, Baptists, Catholics, as well as Members of the Church of England. They designed to share amongst the whole community, the immense resources which were to accrue from the sale of the landed estate heretofore enjoyed by a small class of Her Majesty's subjects,—the Clergy of the Church of England. They proposed to themselves to remove forever from our midst, a fruitful source of discord and bitter dissention. Whether the Act of the Provincial Parliament should be looked upon as a measure of distributive justice, or an Act of high-handed robbery, I am not prepared to express an opinion. Bearing this in mind, I may be permitted to ask, whether it is right and proper now to appropriate to one portion of our Peoples' Funds which the Legislature intended for the general use and benefit of all Citizens, without distinction of Creed, or nationality.

5. I beg leave, in turn, to submit to the favourable consideration of the Public, whether the end of the Legislature will be obtained by the application of the proceeds of the sale of the Clergy Reserves to the purposes mentioned by Doctor Ryerson, videlicet, to the furnishing Common Schools with Maps, Globes, and other School Apparatus and Public Libraries? Pray what are these educational Institutions, which Doctor Ryerson proposes to endow with the proceeds of the Clergy Reserve Fund? We look around, and behold huge and palace-like Fabrics, stigmatized by Public Opinion as "Godless Schools." What are these stately edifices, rearing up their proud turrets over the breadth and length of the land? What are these gigantic mansions which first meet the eye of the traveller on entering our City? Let the truth be proclaimed again for the hundredth time. They are Common Schools, built with Catholic, as well as Protestant, money. They are houses of education from which Religion is banished, where the element of Christianity cannot be inculcated to the rising youth, where the Child of Christian Parents must be taught practically that all religious systems are equally pleasing, or rather equally indifferent in the sight of God, be he a believer in the immutable decrees of eternal reprobation, or a follower of the impostor Joe Smith. These Halls of Learning, already so richly supplied with the most elegant School Apparatus, are shut up against one-third, or, at least, one-fourth of the population of Upper Canada. Yes, a Catholic parent, who values his faith above all worldly advantages, and who rightly considers Religion as the basis of all education, and the life of man upon earth, would rather doom his child to the horror of the most degrading ignorance, than permit him to drink in the Common Schools the poison of infidelity, or heresy, along with the pure draught of useful knowledge. These convictions are

likewise shared by a large portion of the Members of the Church of England. Talk not to us of your superior training, splendid School Apparatus, and highly qualified Teachers. If these advantages, great as they may be, are to be purchased at the price of our faith, we value them not; we do not want them; we spurn them; and fling them back in your face.

6. Sad would be the alternative left to the Catholic population of the Province, were Doctor Ryerson to have his own way. To send our Children to the Common Schools, we cannot, without risking their faith, which we esteem above the most brilliant education, tainted with infidelity. To withhold them is to deprive them of the immense advantages held out in these richly endowed Halls of Learning, which the acute Chief Superintendent so earnestly recommends to the liberal patronage of our Municipalities. We read of the tyranny of a Julian, the Apostate, condemning the Christians of his days to ignorance and degradation by shutting up their Schools, and forbidding them to attend the Halls of Learning. History records the Penal Laws enacted in Ireland, making it felony for the adherents of the ancient faith either to harbor a Schoolmaster in their Houses, or to send their Children abroad to be educated in a Country whose faith was more congenial to their own. I do not hesitate in saying, that the yoke attempted to be imposed on our necks by the Chief Superintendent of Education in Upper Canada, is not a little less galling, less insufferable, than that of the Apostate Emperor of Constantinople, or of the Protestant Rulers of England. He will, if allowed to have his own way, crush and annihilate our poorly endowed, and poorly furnished Separate Schools, by the overwhelming superiority of his School Apparatus, and, by the already enormous resources placed under his control. But, should the bait of the Tempter entice the Catholic Child to the godless Schools, we will have nothing to envy the neighbouring Republic. There, thanks to the State Education, now in its zenith, and infidel generation is rising up everywhere. "The serpents of irreligion," says a distinguished writer of New York, "swarm everywhere." They are to be found in the Halls of Justice and even in the Temples consecrated to Religion. Over twelve millions of infidels are scattered through that once flourishing Republic,—now the land of Know-Nothingism, riot, and bloodshed. Behold the lamentable fruits of all Systems of Education encouraged and patronized by Doctor Ryerson, once a Minister of the Gospel; Having these facts, and the insiduous "Circular" before me, I do not hesitate to assert, that the Chief Superintendent of Education in Upper Canada is the most unrelenting and most oppressive Enemy of Catholicity in this Section of the Province, throwing altogether in the shade the Apostate Julian of old?

7. If Doctor Ryerson was sincere in his anxiety for the diffusion of useful knowledge among the rising generation, without distinction of Creed, or nationality, why does he not submit to the favourable consideration of the Municipalities, the propriety of applying, at least, a small part of the Clergy Reserve Fund to the use of the Catholic Separate Schools? They too, and more by far, than Common Schools, stand in the greatest need of Maps, Charts, Globes, and other School Apparatus. We are met at once, by the liberal and learned Gentleman saying: The Law is in your way; there is a clause in the Law for the secularization of the Clergy Reserves precluding expressly Separate Schools from any share in the distribution of these Funds. Yes, indeed, the Law is in our way, thanks again to the Superintendent of Education in Upper Canada, who, (if I am correctly informed,) suggested the aggressive clause cutting off Catholic Separate Schools from any share in the distribution of the above mentioned resources. If one System of Education was to be excluded from any share in the common boon, why were not Common Schools hindered in like manner from deriving any benefit from these enormous Funds arising from the secularized Clergy Reserves? Oh! no: Common Schools must be furnished, and abundantly furnished with Maps, Charts, Globes, etcetera. Let the benighted Catholic Boy and Catholic Girl learn Astronomy by looking up to the Stars, and Geography by taking an easy trip around the World.

8. The next purpose the learned Superintendent calls the favourable consideration

of the Municipalities, is the getting up of Public Libraries, by the purchase of Books of useful and entertaining reading for all classes and ages in their respective Districts. Here again, I must confess, the Public at large, and Catholics especially, owe a deep debt of gratitude to Doctor Ryerson, for his amazing stretch of liberality. With due regard to the high standing and sacred character of the Reverend Gentleman, may I be permitted to ask him: What are those Public Libraries to be composed of? What class of Authors penned these works of useful and entertaining reading? What sort of rare literary productions are to enter into the composition of these Public Libraries, made up under the superintendence of the learned Divine of the Methodist Church? What Books will occupy the most prominent place in these well furnished Libraries? Doctor Ryerson must excuse my anxious inquisitiveness. Catholics are rather suspicious when they hear of a Protestant contrivance got up by Protestant agency, and under Protestant influence. The worthy Chief Superintendent is, or was, a Reverend Protestant Minister. He knows that the generality of Protestants read but Protestant Books, Protestant newspapers. In getting up his Libraries, he will consult his own taste and that of his readers; he must procure such Books as will suit their predilections, Books thoroughly impregnated with the Protestant spirit. Now such reading, entertaining as it may be to a Protestant mind, will never accord with our rather fastidious Catholic taste.

9. But let us, for a moment take a rapid survey of those Public Libraries, got up under the superintendence of Doctor Ryerson. In looking over their shelves, it is not unlikely but my eyes will fall upon some of the most rabid anti-Christian Writers, such as the infidel Hume, and the sceptical Gibbon. The next works which probably will meet my gaze, are such truthful historical Books as D'Aubigny's History of the Reformation, whose assertions would put his Satanic Majesty to the blush. Will the Right Reverend Doctor Spalding's brilliant refutation of D'Aubigny's History find a corner in Doctor Ryerson's Libraries. No. The Reverend Gentleman knows that his fellow-believers are generally satisfied with an *ex-parte* view of the subject. Then comes the richly got up diaries of distinguished Protestants Tourists, giving to the World their fanciful sketches, from notes hastily taken from a window of a vehicle, on Italy, Naples, Spain, and other benighted Catholic Countries, sitting in the shadow of ignorance, vice, superstition and idolatry. A Catholic Clergyman has lately favoured us with his admirable outlines on France, Italy, Naples, etcetera. But these masterly historical sketches, by the Reverend Mr. Haskins, being the production of a Popish Priest, will find no room in Doctor Ryerson's Public Libraries. A more prejudiced, or more illiberal, work than White's Elements of General History, could not be conceived. This Historical compendium, replete with the vilest insults against what Catholic Nations venerate and respect, was, and is probably, still taught in the Grammar Schools. Of course such a Book will be quite welcome in the Public Libraries.

10. A liberal Protestant, prompted, perhaps, by serious doubts and misgivings, and desirous of reading the other side, will look in vain in those Public Libraries, for Hawkins' Travels through France, Italy, etcetera; Bossuet's Variations; Balmes' Protestantism and Catholicity compared; Chateaubriand's Genius of Christianity; Cardinal Wiseman's Lectures; Doctor Newman's Lectures; the End of Controversy, by Doctor Milner; Audin's History of Luther, Calvin, Henry VIII., Leo X.; Count de le Maistre's works; Trails of a Mind, by Doctor Ives; Religion and Society, by Abbe Martinet; Doctor Spaulding's Lectures; Cobbett's Reformation; Lingard's Anglo-Saxon Church; Gahan's Church History; Travels of an Irish Gentleman in search of a Religion, History of the Church, by Reeve; Trevern's Amicable Discussions; and sundry other works which assist a Protestant Reader in forming a correct opinion of the respective merits of Protestantism and Catholicity. The above named works, and such others as are written by impartial and well-informed Authors, are not, as a general rule, to be found in those Public Libraries, so much eulogised by Doctor Ryerson. Instead of them, you meet there with nothing but the flimsy productions of narrow-minded and preju-

diced writers, who give you a distorted and one-sided view of the subject they treat, if it has any reference to Catholicity, Catholic Nations, and Catholic morals, or customs.

11. From the above statement, and the persual of the worthy Chief Superintendent's "Circular," the Public cannot be at a loss to discover his benevolents designs. The learned Doctor ventures to suggest to our various Municipalities, the application of, at least, a part of their share of the Clergy Reserves Funds, to the purchasing of Works ludicrously styled by him, books of useful and entertaining reading. The Chief Superintendent of Education, whose Cranium has been stretched to its utmost capacity, cannot find out a better use of Public Money, destined for general purposes, than to purchase with it, and place into the hands of rising generations, both Catholic and Protestants, Books of useful and entertaining reading: videlicet, Books calculated to corrupt the budding mind of youth with the venom of infidelity, revile Catholicity, insult the Ministers of a Church of two hundred millions of human beings, misrepresent their Doctrines and practices. In these Books of useful and entertaining reading the most sacred Tenets of our Holy Religion are attacked with a virulence and bitterness worthy of a Julian the Apostate. There, Catholicity is exhibited in a most odious form; then this phantom, the offspring of a heated imagination, or perhaps of a malicious heart, is assailed with the most violent abuse, it is attacked with the powerful arms of ridicule and low ribaldry. In these works, recommended by Doctor Ryerson, books of useful and entertaining reading, the morals, character, customs, and condition of Catholic Countries, are depicted by ignorant, or prejudiced, scribblers, who are about as competent to write on Catholic Nations, and Catholic usages, as a New Zealander, who would attempt to give a correct narrative of the manners and customs of England, which he has never seen or heard of. In some of the Books which are to make up our Public Libraries, for the use of the rising youth of Upper Canada religious subjects are handled with the most amazing confidence by audacious tyros as inadequate to the task they have undertaken as the blind man who sets himself up as a Lecturer upon colours, or one deaf and dumb, who ventures to give his views on the theory of sound.

12. In a word, to foster an anti-christian spirit, hatred and animosity, to sow the seeds of dissension and religious discord among the Citizens of the same community; such are the detestable purposes to which Doctor Ryerson would have our Municipalities to apply part of the Money, which the Act of the Legislature has placed under their control. Let those who relish these Books of useful and entertaining reading, purchase them with their own money. But, in the name of justice and common sense, let not Public Money and Public Funds, destined for general purposes, be squandered away in increasing the power of a contrivance already productive of so much mischief.

13. I conclude with expressing a sincere hope that the good sense, honesty and liberality of our Municipalities in Upper Canada will defeat the snare of the enemy of peace and good feeling in this section of the Province, by applying the Funds placed into their hands to general purposes and to the common use of all,—Catholic as well as Protestants,—since they are all Members of the same community, and have an equal right to its resources. Let these resources, with which a kind Providence has blessed us, be spent in improving our Cities, Towns and Villages, in draining and macadamizing our Streets, digging Sewers where wanted, in founding Institutions of general beneficence, such as common baths for the use of poor People, in establishing general Dispensaries, where the sick of the poor class may procure whatever medicine may be necessary, in securing in each Ward of our large Cities the services of one, or two, Physicians, who would attend the most urgent cases of destitution. Let a part of the Clergy Reserve Funds be employed in erecting shelters for the aged, the infirm, the widow, the orphan, and the immigrant. Many of our Houses of Industry are in a lamentable state. In several Towns, and even Cities, the destitute and poor are yet without shelter. When the famishing Widow will appeal to your sympathy will you reach her a Globe to appease her hunger? When the half-naked orphan will stand

before you, will you give him a Map to cover his shivering limbs? When the anxious immigrant will reach your shores will you receive him with a Chart to rest his wearied body upon? When sickness and pestilence breaks out in your midst, will you be able to relieve suffering humanity by scattering around you Books of useful and entertaining reading, such as Doctor Ryerson suggests to purchase with the money placed under your control.

14. Let me now, with due respect, put the question to the benevolent Members of our Municipalities: Will they be able to answer the numerous calls of humanity, to relieve so many sufferings, to provide for so many wants without large Funds, and especially without increasing our taxes, which are already enormous? Let me then hope that the Heads of our Cities and Towns will take better advice than that offered them by the Chief Superintendent of Education. Let each Municipality, therefore, follow, in the use of their respective share of the Clergy Reserve Funds, their own judgment and discretion without permitting themselves to be dictated to by the Head of the Education Department. Our worthy Chief Superintendent sees but one thing,—his Schools; he thinks of nothing but his Schools. During the Day all his thoughts are taken up with his Schools. In the silence of the night the success and prosperity of his Schools interrupt his peace and slumbers, and rise up before his vision.

15. Are the Fathers of our Cities and Towns, the Heads of our Municipalities, to make themselves ridiculous, because Doctor Ryerson chooses to be so? Are they to waste and squander away Public Money intended for general purposes, because the Dictator of the Schools bids them do so? No: our People expect better things from those, to whose keeping they have confided their welfare. They hope that they will be actuated but by one consideration,—the general good and utility of all; influenced but by one motive,—love and good-will towards all.

16. In conclusion, I beg to state that I will consider it as a favour if the Press in Toronto, and elsewhere, do me the honour of inserting in their columns the above views, imperfect as they are. The subject is of the utmost importance, and should be placed before the Public. On the Conductors of a wise Press devolves the duty of enlightening Public Opinion. To the good sense and kind indulgence of the Public I submit these considerations, and beg to subscribe myself.

Toronto, December, 1856. J. M. Bruyère.

DOCTOR RYERSON'S REPLY TO THE FOREGOING LETTER OF THE REVEREND J. M. BRUYÈRE.

1. When I first read in *The Leader* of the 10th instant, the Letter of the Reverend J. M. Bruyère, (Roman Catholic Priest, in this City,) addressed to the "Conductors of the Press of Canada", criticising a Circular which I recently addressed to the Heads of Municipalities on the application of the Clergy Reserve Fund, and assailing our Common School System generally, I thought his statements were too improbable, and his objections too often refuted, to require any notice from me. But I find by remarks in *The Leader* and other Newspapers, as well as by observations in private circles, that I am expected to reply to this anti-public School Champion; and I am induced to comply with wishes thus entertained, chiefly by the considerations that Mr. Bruyère appears as the Representative and Organ of a Party, and that the Statements of his Letter afford me another opportunity of exhibiting the fair and generous principles of our Public School System, and of exposing the unfairness and baselessness of the objections urged against it by the party represented by Mr. Bruyère.

2. The personalities of Mr. Bruyère manifest the favourite weapon of his Party in all controversies, and require little notice. When a Law of the Land requires the Chief Superintendent of Education, among other things, "to employ all lawful means in his power to promote the establishment of School Libraries for general reading," "provide the School with Maps and Apparatus," and "to collect and diffuse useful

information on the subject of Education generally," Mr. Bruyère shews as little regard for Law, as for good taste, in charging me with indecent presumption and intrusion, in submitting to the Municipal Councils suggestions contained in my Circular, and more especially when I proposed to add "to each Municipal Appropriation, one hundred per cent," out of Grants which the liberality of the Legislature had placed at my disposal for the very purposes of establishing Public Libraries and providing Schools with Maps and Apparatus. But, with as little consistency as logic, Mr. Bruyère denounces my example in intruding upon the Public on the subject of Education, and yet pleads that very example for his doing the same thing.

3. Mr. Bruyère remarks that our Municipal Bodies, "being composed of Citizens of the highest respectability by their moral character, their education, and standing in society, should be the best and sole Judges of the most suitable appropriation of the Money which the Act of the Legislature has placed under their control". I quite agreed in this exhorted tribute to the intelligence and patriotism of our Municipal Councils; and it is on this very ground that I have proposed, from time to time, the provisions of Law to invest them with such large and responsible powers in regard to the education of the youth of the Country. I am glad that the party of Mr. Bruyère has, at length, learned to appreciate the Municipal Bodies more highly than recently, when they declared tham too ignorant and bigotted to determine the boundaries of Separate School Sections, or appoint Local Superintendents to divide the School Moneys between the Separate and Public Schools. On account of these clamours, the division of School Moneys between the Public and Separate Schools was transferred from the Municipal authorities to the Chief Superintendent, and the Separate School Act takes away the determining of the boundaries of Separate Schools Sections from the Municipal Councils altogether,—making the boundaries of a Separate School Section within the limits of the Common School Section in which the Separate School is established; whereas, formerly the Municipal Councils, in compliance with the wishes of supporters of Separate Schools, often extended the limits of Separate School Sections over three or four Common School Sections. It appears now that Mr. Bruyère's Party begins to think more favourable of Municipal Bodies than heretofore; and those Bodies will doubtless appreciate his compliments.

4. The professed subject of Mr. Bruyère's Letter is a two-fold protest,—one against the application of any part of the Clergy Reserve Fund for the purchase of School Maps and Apparatus; the other against its application for the purchase of Public Libraries. I will examine the grounds on which he professes to base each of these protests.

5. He protests against any part of the Clergy Reserve Fund being applied to the purchase of School Maps and Apparatus, because the Separate Schools are excluded from any participation in it for that purpose. He says:

"The Catholic Separate Schools too, and more by far than the Common Schools, stand in the greatest need of Maps, Charts, Globes, and other School Apparatus. We are at once met by the liberal and learned Gentleman saying: the Law is in your way; there is a clause in the law for the secularization of the Clergy Reserves, precluding expressly SeparateSchools from any share in the distribution of these Funds."

Mr. Bruyère proceeds to charge me with having suggested this clause of the Law for the secularization of the Clergy Reserves, and then piteously exclaims:

"Common Schools must be furnished abundantly with Maps, Charts, Globes, etcetera. Let the benighted Catholic Boy, and Catholic Girl, learn Astronomy by looking up to the Stars, and Geography by taking an easy trip round the World."

Now, the simple fact is, that I not only never suggested one clause, phrase, or word, of the Law for the secularization of the Clergy Reserves, but there is no restrictive clause whatever, such as Mr. Bruyère asserts, although Municipalities in Lower Canada are precluded by an Act passed last Session from raising anything for the support of Dissentient Schools. The Separate Schools in Upper Canada have precisely the same facilities for providing themselves with Maps, Charts, Globes, etcetera, as the Common

Schools; and supporters of Separate Schools in Toronto, Kingston, Hamilton, London, Chatham, Brantford, Niagara, Barrie, Peterboro', Prescott, and other places, have availed themselves of the facilities of procuring Maps, Charts and Globes, etcetera, at this Department, and to each of them I have apportioned one hundred per cent. on the sums advanced by them. And only a few days before Mr. Bruyère makes these assertions, the Right Reverend Doctor Pinsoneault, Roman Catholic Bishop of London was shown the Depository of Maps, Globes, etcetera, by myself, and he ordered a number of them for his Separate Schools, and to which I made the apportionment of one hundred per cent. on the amount advanced.

6. Mr. Bruyère's statement in regard to Books in the Official Catalogue for Public Libraries are equally unfounded, and contrary to fact. While he exclaims against the histories of "Infidel Hume and the sceptical Gibbon," he ought to know that neither of these works is in the "Index Expurgatorius," while Archbishop Whately's logic and Macaulay's History are thus distinguished. He says "D'Aubigne's History of the Reformation," is in the Catalogue, which it not the fact. He says there is no such Book in the Catalogue as "Cardinal Wiseman's Lectures,"—whereas "Cardinal Wiseman's Lectures on the Connection between Science and Revealed Religion" are on the Official Catalogue, and also Bossuet's Universal History. Mr. Bruyère likewise says, "In vain will we look in these Public Libraries for Lingard's Anglo-Saxon Church; Gahan's Church History; History of the Church by Reeve," when each of these three Histories is contained in the Official Catalogue; as also Lingard's History of England; Mylius' History of England; Fredet's Ancient History, and Fredet's Modern History.

7. These Works were inserted in the Catalogue three years ago, on the recommendation of Bishop Charbonnel, to whom was communicated the wish of the Council of Public Instruction that he would select the Roman Catholic histories he judged best, as the Council, on the disputed ground of civil and ecclesiastical History, intended to select a certain number of Standard Works on each,—leaving it to what Mr. Bruyère himself calls the "good sense, honesty, and liberality of the Municipalities in Upper Canada," to procure which they might please; and most of them have made a fair selection of Histories from both sides.

8. Nay, when in London in 1851, making selections of Library Books for Examination, and arrangements for procuring them, I had, (on the strength of a Letter of Introduction from a high quarter), an interview with Cardinal Wiseman, to whom I briefly explained the principles on which I proposed to promote the establishment of Public School Libraries in Upper Canada,—the avoidance of doctrinal and controversial Works of any Religious Persuasion, as between Protestants and Roman Catholics, and the selection of the best popular works in all the Departments of human knowledge, and I wished His Eminence to favour me with a list of Books and their Publishers such as were approved by his Church, and in harmony with the character and objects of the proposed Canadian Libraries. Cardinal Wiseman frankly replied, that nearly all the Books printed and sold by Catholic Publishers were doctrinal expositions and vindication of the Catholic Church, or such as related to the questions between Catholics and Protestants, and, therefore, not adapted to the non-controversial and non-denominational Libraries I proposed to establish. Yet, after this, I applied to Bishop de Charbonnel, notwithstanding his previous attacks on me, and inserted in the Catalogue every historical Library Book recommended by him, and more than the Histories enumerated by Mr. Bruyère. Thus, throughout, have I pursued a fair, a kind and generous course towards Roman Catholics, and have treated them with a consideration which has not been shown to any Protestant Denomination, while their de Charbonnels and Bruyères have not ceased to requite me with evil for good by their ceaseless misrepresentations, provocations and calumnies.

9. Mr. Bruyère represents me as the most inveterate enemy of Romanism in the Country, and employing every means in my power to oppose and destroy it. What may be my views as to the peculiar doctrines of Romanism and Protestantism, and of the

comparative influence of each system upon Religion, morals, intellect, social order, liberty, civilization and man's well being here and hereafter, is a matter which appertains to myself. I am responsible for my Official acts; and to them I appeal for a refutation of Mr. Bruyère's imputations. And the reader will, perhaps, be surprised to learn, that, at the very moment Mr. Bruyère thus assailed my Official character, he had fresh recollections, if not in his possession, a practical refutation of his own charges, as I had, no longer ago than the 25th of November, addressed to him an Official Letter, (in reply to one from him,) every sentiment and word of which disproves his statements. As this Correspondence illustrates the Religious aspect of our Common School System, the extent to which Mr. Bruyère and his friends seek to avail themselves of it, and the fairness and "liberality" with which I have interpreted and applied the Law in favour of Roman Catholics, as well as Protestants, I append copies of it to this Letter for publication, as the best answer to the attacks of Mr. Bruyère's Party. This Correspondence is only a specimen of much of the kind. I select it because it has recntly taken place with Mr. Bruyère himself. A man's necessities must be great and his scruples small indeed, when he conceals the truth and asserts the contrary.

10. In conclusion, I beg to add three, or four, general remarks.

1. The first is, Mr. Bruyère's objections to the system of providing the Schools with Maps, eccetera, and the Municipalities with Libraries are perfectly frivilous and groundless, as, in regard to these, Separate Schools and the Roman Catholics are placed upon the precisely the same footing as the Public Schools and the other Classes of the population. The Books which Mr. Bruyère complains of as selected for the Libraries are not in the Catalogue of all, and the Histories which he represents as having been omitted are all in the Catalogue, while the culture of the vast and varied field of human knowledge,—common alike to the Romanist and Protestant,—is provided for by the best translations of the famed Authors of ancient Greece and Rome, by the best Works on every branch of Natural History, Science and Philosophy, every department of Human Industry and Enterprise, as also of Genius, Imagination and Taste; and from this extensive Catalogue of some four thousand different works, (several thousand volumes), selections are made at the uncontrolled discretion of those whom Mr. Bruyère himself has pronounced "Citizens of the highest respectability by their moral character, education and standing in society."

(2). My second remark is, Mr. Bruyère's statements and objections, that Religion is banished from Common Schools and that they are infidel, are equally groundless and untrue, as may be seen by the appended Correspondence, the Official Regulations, and hundreds of Officials Returns. The only Ecclesiastic in Canada that ever proposed the "banishment of Religion from our Common Schools" was Bishop de Charbonnel himself. In his Official Correspondence with me, (printed by order of the Legislative Assembly,) and in a Letter dated 1st May, 1852, the Bishop says:—

"I have said, that if the Catechism were sufficiently taught in the Family, or by the Pastor, so rare in this large Diocese,—and if the Mixed Schools were exclusively for secular instruction, and without danger to our Catholics, in regard to morals, Books and Companions, the Catholic Hierarchy might tolerate it, as I have done in certain localities, after having made due enquiry."

I am quite aware of the object of thus wishing to banish all recognition of Religion from our Common Schools, as well as Mr. Bruyère's object in asserting that such is now the fact. The same course was pursued by the Roman Catholic Bishop Hughes and his partizans in the City of New York some time since. Under the pretence of not permitting anything Denominational in the Schools, the Bible was taken out of the hands of the Protestant Pupils, and every paragraph and sentence, and every word in which any reference to Religion, or even to the Divine Being was made in the School Books, was crossed, or blotted out. I have in my possession a specimen of this system of School Book emasculation, in order to conciliate, (as it was supposed,) Bishop Hughes and his followers.

11. Did it succeed? Certainly not. The Schools having been thus rendered so objectionable to large classes of Protestants, it was thought they might be crushed altogether. Bishop Hughes now denounced them, as Mr. Bruyère does our Common Schools, as godless, infidel, etcetera, and to be shunned by all mankind as the deadly fountains of infidelity. I have endeavoured to guard our Schools from a similar danger by equally protecting the rights and interests of both Protestant and Romanist; and this is the real ground of the alarm and denunciations of Mr. Bruyère and his coterie, who class all as infidels that are not of their Party, and all teaching as infidelity which is not given under their direction. I will not consent to Mr. Bruyère's wresting from the hand of a Protestant child his Bible,—the best charter of his civil liberty, as well as his best directory to Heaven,—any more than I will force it into the hands of the Roman Catholic child, or wrest from him his Catechism. Thus are the assertions of Mr. Bruyère and his *confreres falsified*, and their alien aggressions against our Common School System defeated.

12. In the days of the venerable Bishop Macdonnell and the excellent Bishop Power, there was no such clamour against our Common Schools; though they were liable to greater objections from that quarter than now; there were then no such classification and denunciation of all as infidels who do not believe in the peculiar Dogmas of the Church of Rome,—no such efforts to separate Roman Catholics and their Children from Protestants; and the result was there were as sound Roman Catholics then as now, and the Roman Catholic children, who were taught in the Mixed Schools, are as good Roman Catholics as those who have been, or are taught in the Separate Schools; there were from six to twelve Roman Catholics, Members of the less numerous Legislative Assembly of Upper Canada, elected by the common suffrages of Protestant as well as Roman Catholic electors, instead of one, as at the present time, and he elected by protesting against Separate Schools and against priestly influence.

13. Ten *Globe* newspapers and their contributors could not do as much to impair the influence of the Roman Catholic Church, and blight the hopes of its Members, in regard to such distinctions and advantages as depend on the popular elective voice, as have the de Charbonnels and Bruyères of that Church during the last five years. Though one may not regret this as a Protestant, yet every benevolent and patriotic mind must lament that there is any class of children, or Citizens, in the Country so isolated as to deprive them of the mental development and culture enjoyed by others, and cut off from the prospects of all public offices and distinction of depending upon the elective voice of the people, to which intelligence, talent, industry and worth are justly entitled, irrespective of Religion, sect, or creed. It is to the de Charbonnels and the Bruyères the infusion of a new foreign element into our Country since the days of Bishops Macdonnell and Power,—that our Roman Catholic fellow Citizens owe the cloudy civil and social prospects that are darkening the future of themselves and their children.

14. The palace-like School-houses richly furnished with appropriate Maps, Charts, and other Apparatus, which inflict such pangs in the heart of Mr. Bruyère, are so many voluntary creations of the People themselves; so many bright illustrations of a glorious progress, in which Catholics, in common with all other classes, should, and may, equally participate. I should falsify the whole of my past life, and despise myself, were I not scrupulous to protect the rights and feelings of Roman Catholics equally with those of any, or all other classes of the Community. It is certain of their own Ecclesiastics, who have inflicted upon them burdens and disadvantages which their Fathers had not to bear in the days of Bishops Macdonnell and Power; who have made that a "mortal sin" at a Municipal, or School, election, which was formerly no sin at all; who deny the ordinances of Religion for attending Schools, an attendance at which was formerly encouraged, when those Schools were more exceptionable than at present.

15. The conscientious convictions of which Mr. Bruyère talks, have been manufactured to order, as also the mortal sins which are charged upon certain Catholics. The Authors of such violations of the rights of both God and man: who treat the immortal

minds of Roman Catholics just as the American slaveholder does the mortal bodies of his Slaves; who prohibit all mental development, all exercise of thought, all participation of any mental food, the reception of even a single ray of intellectual light, except at their own command, and under their own manipulation; the Authors of such an enslavement and extinction of all that is expansive and dignified and noble in man are alone responsible, if the Roman Catholics and their descendants in Upper Canada become "hewers of wood and drawers of water" to other classes of their fellow-citizens, instead of standing on equal footing with them and rivalling them in intelligence, mental power, enterprise, wealth, individual influence and public position.

16. But the Authors of this new Crusade for the creation of a despotism in the State, and above the State, upon the wrecks of Canadian intellect and civilization, seem reckless of principles, as of consequence; and to destroy our national School System every variety of method is employed. At one time, all State provision for education is denounced, and that in the face of State Endowments for Education in Lower Canada; at another time it is insisted not only that the State, but even the Municipalities shall collect and provide funds for the support of Roman Catholic Schools, as may be demanded from time to time by their supporters, and that without any supervision, or accountability, such as is required in regard to Public Schools equally open to all classes of the Community. At one time Members of the Government and of the Legislature are thanked and praised for having passed certain provisions of a Separate School Law;—at another time the very same Persons are denounced from the same source for not having repealed those provisions. The assertions that our Schools are infidels is an insult and libel upon the people of Upper Canada, who cherish and support them; and the pretence is as idle as groundless, that the Pupil of a day School cannot be taught his Catechism at all unless taught it during the six hours per day of five days and a-half of each week that he is in the School, when he is sixteen hours each week-day and the whole of Sunday under the care of his Parents and Priest.

17. But I have, in my last Annual Report,* sufficiently vindicated the Religious and impartial character of our School System. I need not do so again in this place; my present object is only to defend it myself against the fresh attacks of Mr. Bruyère, and to expose the spirit and character of his semi-official manifesto.

18. My last remark is that the same spirit which assails, misrepresents and calumniates our School System, is equally hostile and calumnious against everything British, from the Throne down to the School Municipality. You cannot open the Journals in which the Letters of Bishop de Charbonnel and Mr. Bruyère find an echo, without seeing them largely devoted to selections and articles assailing the British Government as the most unjust and execrable in existence, both in its foreign diplomacy and domestic administration, and the British Nation as the most heartless and unprincipled on the face of the Globe. Were I to insert only those passages of this kind that I have marked, the Reader would be surprised and shocked at the concentration of enmity which is cherished and inculcated by these Journals against the Government, Character, Institutions, and Prosperity of the Mother Country. Their hostility to our System of Public Instruction is only one aspect, or phase, of a crusade against everything that places Great Britain at the head of modern civilization, and makes her the asylum and guardian of liberty for the oppressed of all nations, and which has developed her national mind and resources beyond those of any other Country in Europe.

I trust the papers that have inserted Mr. Bruyère's attacks on our School System will insert this reply.

EDUCATION OFFICE, TORONTO, 22nd December, 1856. EGERTON RYERSON.

In three subsequent Letters "to the Press," the Reverend Mr. Bruyère practically goes over the same ground, amplyfying his satements and reiterating others of them, which he considered had been misapprehended, or mis-

* See page 46 of this Volume.

understood by Doctor Ryerson. No new specific complaint was made in them, however. His real practical grievance was, however, reiterated and re stated in the following extract from his second Letter:—

"1st. I asserted in my Communication to the Conductors of the Press in Canada, that Catholic Separate Schools were precluded from any share in the distribution of the Clergy Reserves Funds. I repeat the charge and challenge my opponent to show how Catholics could be permitted to partake of the common stock, in presence of the legislation on the subject. I repeat again: the law is in our way. The Clergy Reserves Secularization Bill which passes over the funds accruing from their sale to the different Municipalities is accompanied by a restrictive clause that they shall be applied exclusively to those purposes for which Municipal Funds are applicable. But Municipalities, by a former Act of Parliament, are expressly forbidden from employing any portion of funds placed at their disposal, to the use of Separate Schools. * * * the Municipalities, which are at liberty to apply either the whole or at least, a part, of the Clergy Reserves funds, to Common Schools, cannot devote a farthing to the use of Catholic Separate Schools."

To this statement Doctor Ryerson replied that the "Municipalities of Lower Canada are also precluded by an Act passed last Session of Parliament, from raising any thing for the support of (Protestant) "Dissentient Schools." He also showed that, so far as his Department was concerned, Separate Schools on their remittances for Books, Maps and Apparatus, would have added by him one hundred per cent., the same as in the case of Public Schools.

The Reverend Mr. Bruyère having completed his series of Letters against the Separate School administration of the Education Department, the Right Reverend Doctor Pinsoneault, Bishop of London, Upper Canada, addressed a congratulatory Letter to him on the subject, in which he said:—

Pending your recent controversy with the Chief Superintendent of Education, for Canada West, which I have read with the greatest interest, I thought proper to refrain from intruding upon your valuable time, in order to congratulate you for your earnest and able advocacy of Catholic education. But now that it has come to an end, I hasten to offer you my warmest thanks and sympathies; and at the same time, I beg to avail myself of this opportunity to suggest the propriety of having the whole correspondence—as it has appeared in the *Leader*—got up in pamphlet form; to which, if possible, might be added the very remarkable Letters addressed by "A Protestant," [Mr. Angus Dallas], to the Honourable Attorney-General Macdonald, and lately published in the *Catholic Citizen*.

After referring to what he regarded as the objectionable character of Doctor Ryerson's replies to Mr. Bruyère, Bishop Pinsoneault concluded his Letter to that Gentleman as follows:—

"In conclusion, Reverend, dear Sir, I beg leave to express once more, my entire concurrence in the views and sentiments advocated by you, in this controversy, relative to your strictures on the present Common School System, and in your untiring efforts in struggling to procure the complete freedom of education to our Catholic community. Most cordially do I concur with you on this momentous subject, which Catholics have so much at heart; and, rest assured, that they never will give up the contest until justice is granted them.

"I take great pleasure in thus acknowledging your efficient services in behalf of our poor children, and I think I can venture to say, that, not only have you the sympathies of the whole Catholic Body of the Province with all the Bishops at its head,—enlisted in your favour, but also those of a large and most respectable number of our separated brethren."

To this Letter of Bishop Pinsoneault, Doctor Ryerson made the following reply:—

I have not, until this Evening, had a moment to make a few remarks, which seem to be required from me, upon a Letter, published in *The Leader* of the 20th instant, addressed by the Right Reverend Adolphe Pinsoneault, Roman Catholic Bishop of London, to the Reverend J. M. Bruyère, endorsing the latter as the true and able expounder of the views of the Roman Catholic Hierarchy respecting our School System, adopting the attacks of the latter upon myself, and adding two or three more on his own account.

2. Mr. Bruyère, under pretext of objecting to the application by Municipalities of their shares of the Clergy Reserve Fund to procuring School Apparatus and Libraries, as suggested in a Circular by me, attacked me in the most offensive terms, and charged me with having been guilty of the grossest partiality in the discharge of my duties, of having excluded all Roman Catholic civil and ecclesiastical Histories from the Official Catalogue of Library Books, while I inserted those of an opposite character; of having originated legal restrictions by which neither School Apparatus, nor Books, could be procured for the Roman Catholic Children of Separate Schools. The language of Mr. Bruyère was so abusive, and his statements so extravagant, that I did not intend to notice them at all, until repeatedly pressed to do so, and privately assured that these statements and attacks were the manifesto of a Party, and not the mere effusions of an individual. To his voluminous abuse I made no reply; but showed that there were no such legal restrictions as had been alleged,—that Separate Schools had been supplied by me from the School Apparatus and Library Depositories of the Education Department upon the same terms as other Schools,—that the precise Books which had been named as having been excluded, were all in the Official Catalogue prepared by me, and that even Roman Catholic Prayers and Religious Instruction were used in some of the Schools, (and that by my official interpretation of the general Regulations), from which Mr. Bruyère had represented me as having excluded all recognition of Christianity.

3. Bishop Pinsoneault now formerly endorses these statements and attacks; thanks Mr. Bruyère heartily for having made them, and, of course, considers it as "official misdemeanor" in me to defend the School System and myself against them. As if the selected Agent of Bishop Pinsoneault and his Colleagues had the prescriptive right to heap epithets and imputations upon me, scarcely decent in the ordinary walks of life, irrespective of what he himself terms my "high station"; and, as if Bishop Pinsoneault's endorsement could make that true, which was before untrue,—that right, which was before wrong.

4. In proceeding from general endorsement to special reasoning, the Bishop says:—

"Concerning what you have said about Public Libraries, the question is not whether you were right, or wrong, with regard to the exact number of Catholic Books said to be on the shelves, but whether you had good ground for denouncing them as dangerous to faith and morals."

By this fallacy of unstating the question, the Bishop absolves Mr. Bruyère for having stated what was untrue, in charging me with having excluded from the Libraries certain Books which he named, and which were actually contained in the Official Catalogue. There was no question as to the "exact number of Catholic Books said to be on the shelves,"—This is Bishop Pinsoneault's own invention,—but, as to whether certain Books specified by Mr. Bruyère had been excluded by me from the Catalogue, as he had asserted. The "efforts" of the Bishop to evade these facts, by unstating the question, will, therefore, be regarded as hardly less "puny" than those of Mr. Bruyère in first stating them in support of his charges against me.

5. Nor do the "puny efforts" of the Bishop, (if I may quote his own words in reference to myself,) appear more gigantic, although certainly more bold, in asserting that the late Bishops Macdonnell and Power were opposed to Mixed Education.

"The most he could have said with truth, (says Bishop Pinsoneault,) was that they tolerated to a certain extent what they could not prevent; but to pretend that they were favourable to Mixed Education is injurious to their honoured memory and untrue

in point of fact. Need I say it is notorious that both these zealous Prelates laboured most faithfully and strenuously,—in their own time,—to establish thorough Catholic Schools whenever and whatever circumstances permitted them."

In reply to this statement, I remark:—

1. That there is not a vestige of proof to sustain it, in any Circular, or Letter, or writing, put forth by either of the excellent Prelates mentioned.

2. That, although the provisions of the Law for Separate Schools have existed since the commencement of the present System in 1841, and, although Bishop Macdonnell resided in Kingston, and Bishop Power in Toronto, but two Roman Catholic Schools were established under the Law in either Kingston, or Toronto, until after the death of these Prelates.

3. That Bishop Power not only acted with the Upper Canada Board of Education, (a mixed Board,) and presided at its Meetings until the week before his death, but his name stands first of the six Members of that Board who individually signed the first Circular to the Municipalities of Upper Canada on the establishment of the Normal School,—a Mixed School,—as the great instrument of giving effect to our System of Common Schools. Would Bishop Pinsoneault affix his name to such a Circular? No, far from it;—he denounces what Bishop Power commended, and condemns the School Books which Bishop Power had joined in sanctioning. The late Bishop Macdonnell died before I had any connection with our School System; but I knew the sentiments of Bishop Power from frequent intercourse and consultation with him on School matters; and I know that he, and even Bishop de Charbonnel, on his first coming to Toronto, professed not to desire Separate Schools beyond what they termed "protection from insult,"—that is, in such cases only where Roman Catholic Children could not attend the Common Schools without being insulted and imposed upon, on account of their Religion. The necessity of a Separate School they lamented as a misfortune, instead of advocating it as a principle. In this feeling, I entirely sympathised. I thought the Roman Catholics had been hardly treated in Ireland. The political and religious feeling was very strong at the time between Roman Catholics and Orangemen in Upper Canada, and often developed itself in acts of violence on occasions of Public assemblage; I was resolved to act towards the Roman Catholics as I would towards the Members of any other Religious Persuasion,—to do all in my power to protect them, and to aid in their intellectual and social elevation, without any interference with their Religious views and feelings. I have done so to this day, and shall continue to do so, notwithstanding the attacks and abuse, (not to say ingratitude,) of certain of their Ecclesiastics, who have lately come to Upper Canada, who practically know nothing of the circumstances of former times, or of the local Institutions, social relations and wants of the people; for whose conduct their poor people are not responsible.

6. And this leads me to remark on another point respecting which both Bishop Pinsoneault and his *Protége* evince much sensitiveness. It is what they oddly enough call my "nativeness," which the Bishop says "is out of place, or at least too premature for the time being. At all events, the native flag should not have been hoisted by the Reverend Chief of Education, who is naturally expected to keep aloof from political platforms." This is the first intimation I have heard of my having anything to do with "political platforms," for declining all recognitions of which I have offended much and suffered much, in former years; nor was I before aware that there was any such political platform as "nativeism" in Upper Canada, or a single Journal, or political man that advocated it. I know that some of my most earnest efforts of past years were directed against the indulgence of any feeling, or prejudice, on account of national origin, or birth place, or education;—that the duty of all classes was to forget these acidental distinctions, and unite in one noble, patriotic feeling of Canadianism,—regarding Canada as their Country, their Home,—the home and hope of their Children,—and its highest advancement their highest earthly interest and glory. What I mean in re-

ferring to the introduction of a "new foreign element" into Canada, is the direct antagonist of this true Canadian feeling,—not emigration from abroad,—but foreign inspirations, feelings and views, at variance with what have heretofore existed in Upper Canada,—antagonistic to Canadian independence, and to the growth of Canadian intellect, liberty and prosperity.

7. I leave it with Bishops de Charbonnel and Pinsoneault to erect a "political platform", according to which,—under pain of the highest clerical penalties,—every vote shall be given, whether for Constable, or a Legislative Councillor,—whether in a School Section, or in the Legislature. My "Platform" is,—the hearts of Canadian People for Canada,—the rights of Canadians, without distinction, against compulsory taxation for sectarian purposes,—the rights of Canadians, without exception, to education and knowledge,—the rights of Canadians, without restriction, to tax themselves to make their Children intelligent men and women,—the rights of Canadians, without preference, to the protection and enjoyment of their own religious teaching.

8. This is what I call "freedom of education," in the true and legitimate sense of the term. But, it is a very different kind of "freedom of education" from that which Bishop Pinsoneault claims, which is not the freedom now enjoyed by the Roman Catholics to a greater extent than any other Religious Persuasion in Upper Canada, and to a greater extent than that enjoyed by the Protestants in Lower Canada,—as I have more than once shown; but a freedom of one Religious Persuasion to demand and receive, for its own Sectarian purposes, Funds of the State, without any responsibility to the State, or even School inspection by it,—a freedom to make the Municipalities Taxgathers for a Sect,—a freedom which deprives Municipalities, or rather the people in each Municipality, of the power of taxing themselves for the Education of their Children, without collecting and paying over a corresponding sum into the coffers of a Sect,—a freedom which relieves that Sect from the responsibility and trouble of levying School Rates, yet invests it with absolute power of receiving School Rates levied by others,—a freedom which gives to one Sect, or rather the Heads of that one Sect, greater power over Parents, over Municipalities, and over the Taxable Property of the Country, than that which is possessed by the Executive Government itself,—the "freedom of education" more appropriately deserving to be called "despotism in Education",—despotism over the child, over the Parent, over Taxable Property, over Municipalities, and over State Funds.

9. As to whether I have been justified in ascribing to a "foreign element" this new doctrinal exposition of "freedom of education", which extends to all politics, elections, and even to the government of the Country, may be judged from the facts, that it was first proclaimed by a Prelate who had drawn all his inspirations and sympathies from the Continent of Europe, and has been most stoutly advocated by one of kindred inspirations and sympathies,—that the present Roman Catholic Archbishop of Dublin, Doctor Paul Cullen,—who had spent twenty years on the Continent of Europe before his appointment to Dublin, denounces the School Books and Schools that his Predecessor, the late venerable Doctor Murray, had devoted eighteen years of zealous labour as a Member of the Irish National Board of Education, to prepare and introduce into Ireland. Indeed, if I am correctly informed, Bishop Pinsoneault himself, in his first Inaugural Discourse, avowed his supreme allegiance to the Sovereign of Rome, and none but a secondary, or subordinate, allegiance to any other Sovereign. For myself, I hesitate not to avow that my first earthly allegiance is to the People and Institutions of Canada, and to the Queen as our lawful Sovereign and Parental Protector; and I doubt not such is, and will ever be, the allegiance of the Representatives of the Canadian People, whether in the Municipalities, or in the Legislature.

10. But the Bishop claims that the united Catholic Body are of his views as to our "godless Common School System, being "dangerous to faith and morals." His argument to prove this statement is not an appeal to facts, as they exist,—that more than nine-tenths of the Roman Catholic Children are still sent by their Parents to the

Common Schools, notwithstanding all the mandates and menaces put forth to alienate them, and that scarcely a week passes without my receiving Letters from Roman Catholic Trustees and Parents who have been urged into establishing, and sending to, Separate Schools, as to how they may regain their right to return to the Common Schools. There are upwards of three hundred and fifty Townships in Upper Canada in which there is not a single Separate School, although the Roman Catholics are numerous in many of them; but they are living in friendship with their Protestant neighbors, and all are educating their Children together. But, instead of appealing to these facts, the Bishop appeals to the (Roman Catholic) Provincial Clerical Councils of Baltimore and Quebec, and to the Council of Thurles in Ireland, which have declared against the principles of our Common Schools, and this declaration has been approved by Doctor Cullen, Delegate of the Holy See, and, at length, by the Sovereign Pontiff.

"Hence it is, (says the Bishop) "that the Catholic Body, which believe in the unerring authority of the Church in all questions appertaining to faith and morals, never will, because conscience forbids it, approve and countenance this Common School System, as now imposed on us in this Section of the Province."

Here is the origin,—the recent origin of the warfare against our Common School System. And is it not wholly a "foreign element"? Here it may also be seen how "conscientious convictions" can be manufactured to order. Doctor Paul Cullen, after twenty years inhaling of foreign sympathies, comes to Ireland and proclaims a crusade against the National System of Education which Archbishop Murray, his predecessor had aided to establish and build up for eighteen years; then a Bishop from the Continent of Europe comes to Toronto and commences war against a National School System which Bishop Power, his Predecessor and aided to establish and build up during several years; and this we are told is now a question of morals, binding upon the conscientious convictions of every "good Catholic," and from which he is not to depart under the highest penalties, whether he is a peasant in a remote Township, voting at an election, or a Minister of the Crown voting in the Legislature! And this, we are told, is the essence of "Catholic Unity",—one man in Europe thinking, and commanding what shall, and shall not, be thought, said, or done, by electors and statesmen in Upper Canada! This is a new illustration of the famous doctrine of Louis the Fourteenth, "L'etat e'est moi." The Canadian State is to be one man, and that one man residing in Europe! I rather agree with the sentiment of Haemon, in the tragedy of Antigone, "There is no State where one man's will is Law." If *one* man alone has the right to think and command what shall be believed and done by a whole people, there can be no civil liberty, no mental freedom, and, therefore, no mental development, no social advancement, no national civilization.

11. It remains for me to notice Bishop Pinsoneault's singular distinction between my private and official conduct. He says: "I cannot but be grateful to him, (the Chief Superintendent,) for the courtesy he has shown me, when, on a recent occasion, I consulted him about the Separate School Bill; but his courtesy in private life must not prevent me censuring his official misdemeanor." It appears, then, that my replying in a newspaper to attacks made upon me by Bishop Pinsoneault's protège, is not only a official act, but an "official misdemeanor," while my receiving him in my Office when he calls to confer with me officially is an unofficial act, and is nothing more than "courtesy in private life:" So unnatural and absurd a distinction ought not to be made by a Bishop, and especially one who claims to be the Author and Expounder of "unerring authority." Most Persons would make the very opposite distinction, and say that my replying to either Bishop Pinsoneault, or Mr. Bruyère, was no part of my official duty,—while holding verbal, or written, consultations in my Office with Persons applying to me, in my official capacity, was strictly official. But Bishop Pinsoneault omits to say that he also called upon me to procure School Maps, etcetera, for Separate Schools, which were furnished to him upon the same terms as to the Authorities of Public Schools,—in contradiction to the statement of Mr. Bruyère, who has said that Roman Catholic Children in Separate Schools were denied School

Maps and Apparatus., Bishop Pinsoneault procures Maps from me for his Separate Schools, with the Official Grant of one hundred per cent. upon the sum paid by him, and then thanks Mr. Bruyère for asserting that Separate Schools were excluded from such an advantage, and that by Regulations prepared by me.

12. As Bishop Pinsoneault has entered the arena in aid of Mr. Bruyère, I have no objection to meet him in his own chosen field of Public discussion; but I may suggest to him a more tangible and satisfactory mode of testing the truth of his charges against my acts and the provisions of the School Laws:—a Select Committee of the Legislative Assembly. In two Annual Reports I have suggested an inquiry into the whole School System, before further legislation on Separate Schools. I am prepared to meet Bishop Pinsoneault before such a Committee and answer for any act of my administration he may think proper to arraign, and to vindicate the equity and fairness of the School Law against any charges which he may prefer, and show that the very clauses and provisions of the Separate School Act, specially complained of, are precisely as they were introduced into the Legislative Council by the Honourable Colonel Taché, in Quebec, two years since, and at the request of those who now complain of them; and, furthermore, that I have interpreted and administered them in the most liberal spirit, even beyond what is required by the Letter of the Law.

13. I would also submit to Bishop Pinsoneault, whether it would not be more dignified, more just between man and man, more respectful and considerate to the Public, for him and his Subordinates, when they write against the School Law, if, instead of attacking me, they would quote, (not misrepresent,) the provisions of the Act to which they object, and state the ground, upon which they demand their repeal, or modification. There would thus be avoidance of personal collision and a calm intelligent discussion of public measures. And I may add, that, as, in my last Annual Report, I have stated and vindicated the principles on which our Common School System is founded, and the liberality of the provisions in regard to Separate Schools, whether it would not be more becoming and practical for Bishop Pinsoneault to reply to my Report, than to utter and endorse unjust charges against myself and unfounded representations against the School System.

TORONTO, February 24th, 1857. EGERTON RYERSON.

(ADDENDUM IN REGARD TO THE RIGHT REVEREND BISHOP POWER, BY THE EDITOR OF THE PAMPHLET) FROM WHICH THE FOREGOING LETTERS ARE COPIED.*

The charge has been reiterated time and again that Bishop Power was opposed to the National School System of Upper Canada, but this has been finally met by Doctor Ryerson in his preceding reply to Bishop Pinsoneault. In addition it may be added:

1. That during Bishop Power's lifetime, the Irish School System,—(of which ours is to a great extent a copy),—was unanimously supported by the Catholic Clergy, and was sanctioned by the Pope; but that now foreign views have been introduced into Ireland, and Archbishop Murray's Successor is strongly opposed to the noble work so patriotically erected and so ably supported by his venerable Predecessor. The same views, introduced into Canada, are seeking to accomplish the same object here, although formerly the Canadian Ecclesiastic who now wars against our Schools, spoke of the "justly praised National Schools of Ireland," and demanded that the "condition of the Irish here might not be less agreeable than it was in Ireland." 2. That Bishop Power, whose birth and sympathies made him a thorough Canadian, while Chairman of the Provincial Board of Education, expressed his "approbation of the admirable series of elementary School Books published by the National Irish Board, and felt great satisfaction in recommending them for general use in the Common Schools of Upper Canada;"

*The title of this Pamphlet is as follows: "Doctor Ryerson's Letters in Reply to the Attacks of Foreign Ecclesiastics Against the Schools and Municipalities of Upper Canada, including the Letters of Bishop de Charbonnel. Mr. Bruyère and Bishop Pensoneault." Toronto: Lovell and Gibson, 1857. In the Preface of this Pamphlet it is stated that it is published without the knowledge, or consent, of the Authors.

and further recommended the Municipal Councils to provide for the training at the Normal School, of one or more youths of their Municipality, so as "to supply the Model and Principal Schools of the Province with the best class of native Teachers,"—concluding the Circular with the following words:

"We venture to hope that this subject will receive the favourable consideration of the several Districts Councils; and to their early, as well as patriotic and benevolent, attention we earnestly recommend it. It is the purpose of the Board to educate young men for Canada, as well as in it, and that the whole system of domestic economy, discipline and instruction at the Provincial Normal School shall have reference to the future circumstances and employemnt of the Scholars.

"MICHAEL, Bishop of Toronto," Chairman.

TORONTO, 4th of August, 1846.

No more emphatic contradiction could be given to the assertions of those who seek to make Bishop Power an antagonist to our National Schools:—while it may safely be affirmed that the sentiments above expressed are, and will continue to be, the sentiments of the large majority of the intelligent and liberal-minded Roman Catholics of Upper Canada.

MISCELLANEOUS CORRESPONDENCE ON SEPARATE SCHOOL MATTERS.

FROM THE PROVINCIAL SECRETARY TO THE DEPUTY SUPERINTENDENT OF EDUCATION:—

His Excellency the Governor General directs me to transmit to you herewith a copy of a Letter from the Reverend Mr. Dollard, Priest of Kingston, and to request you to furnish me, for His Excellency's information, with an explanation of the statement therein contained.

TORONTO, 18th of January, 1856. GEORGE ET. CARTIER, Secretary.

ENCLOSURE. Having applied to the Deputy Superintendent of Education for blank Forms to make the Semi-annual Returns for the Roman Catholic Separate Schools in this City, I am informed by that Officer that I cannot obtain them, as he has none printed, and I am also informed that no money can be paid Trustees until the first "half year's Returns are sent in."

This semi-annual Return cannot be made without blank Forms, which, it seems the Roman Catholic Trustees here cannot now receive, to enable them to make the required returns, and, consequently, no money can be paid to them.

I respectfully beg to call your attention to my Letter of the 31st July last and the present Communication which, I trust, will receive His Excellency's early consideration.

KINGSTON, December 29th, 1855. PATRICK DOLLARD, Priest.

2. REPLY TO THE FOREGOING LETTER BY THE DEPUTY SUPERINTENDENT OF EDUCATION.

1. I have the honour to acknowledge the receipt of your Letter of the 8th instant, inclosing a copy of a Letter from the Reverend Mr. Dollard, of Kingston, with reference to the Returns of the Roman Catholic Separate Schools in that City, and requesting for His Excellency's information, an explanation of the statements therein contained.

2. In reply, I have the honour to state that, on the 16th July last, I received a list of the names of the children attending the Roman Catholic Separate Schools of Kingston, with a statement of their average attendance during the preceding six months. This list, not being made out according to law, was returned by me with an explanatory Letter to Mr. Dollard, on the 18th of the same month, together with a second supply of the proper blank forms, on which to make out and verify the Trustees' Returns.

3. On the 24th July, Mr. Dollard again transmitted the Returns but partially filled up, and with several important particulars omitted. These I again returned to him with a Letter, dated the 27th of that month; and sent a triplicate supply of blank forms. To that Letter no reply has been received, nor has the Report been transmitted to me as requested.

4. On the 27th instant, I received a Telegraphic Message from Mr. Dollard, requesting the blank forms of report for the *last half-year*, to which I immediately replied by Telegraph that the forms were not yet printed; and that no money could be paid until the *first half-year's* Returns had been sent in, namely, those referred to in my Letters of the 18th and 27th July. On the following day, (28th ultimo), the last half-year's forms were received from the Printers and immediately forwarded to the Reverend Mr. Dollard at Kingston, and to the other Roman Catholic Separate Schools in Upper Canada—in sufficient time to have their returns returned to this Office by the 15th of January.

5. But it may be proper for me to remark, what has long been held by this Department, that the Law does not require the Chief Superintendent to do more than prescribe forms, and that the printing and furnishing of them gratuitously is done with a view to assist Trustees in the performance of their duties.

6. For His Excellency's further information, I enclose herewith a copy of the Chief Superintendent's Circular to the Trustees of Roman Catholic Schools, in transmitting to them a copy of the Roman Catholic Separate School Act of 1855*, and also a copy of the Half-yearly returns required from the Trustees of Common Schools, together with a copy of the same return as modified for Roman Catholic Separate Schools.

7. With one other exception to that of Mr. Dollard, the Trustees of every Roman Catholic Separate School in Upper Canada have complied with the Law in the transmission of their Returns to this Department.

TORONTO, 10th of January, 1856. J. GEORGE HODGINS.

3. LETTER FROM THE HONOURABLE ARCHIBALD MCKELLAR, REEVE OF CHATHAM, ENCLOSING A SEPARATE SCHOOL PETITION.

Herewith I enclose copy of a Petition, laid before the Town Council at its last Session, by the Roman Catholics of the Municipality, asking for aid to the amount of about Three hundred pounds, (£300), to aid in building a School House for the Separate School, and as your name has been used as having given an arbitrary and unjust interpretation of the School Law, by which they were made to pay a portion of the salary of the Teachers in the Central School, when, by the Chief Justice's interpretation of that law they were not legally bound to pay any portion of such salary.

I take the liberty of enquiring whether the interpretation given by yourself of the point, to which the Petitioners refer was set aside by, any Court of Law, if so, would the Petitioners be entitled to have the money refunded to them, as they now ask us to do?—As one of the Committee, who has to report on this Petition on next Friday, I shall feel greatly obliged if you will have the kindness to write me fully upon every point alluded to by the Petitioners.

CHATHAM, December 1st, 1856. ARCHIBALD MCKELLAR, Reeve.

ENCLOSURE: Petition of Roman Catholic Ratepayers in the Town of Chatham.

The Petitioners respectfully represent:—

1. That, in the commencement of the year 1851, a Separate Roman Catholic School was duly established for them in this place, under the Nineteen Section of the School Act of 1850, 13th and 14th Victoria, Chapter 48, which School has continued in operation up to the present time. That your Petitioners, not having means at their disposal wherewithal to erect a suitable School House have undergone very serious inconveniences, and are still suffering seriously for want of one.

2. That your Petitioners feel that they have a very strong legal and equitable pecuniary claims upon their Protestant fellow citizens of the Town, upon the score of school contributions inasmuch, as during the whole time since the Roman Catholic School has been in operation, they have been taxed to the extent of about a hundred dollars, ($100) annually for the purpose of paying for the Central School House, besides being deprived of a reasonable share of the Rents of the Common School Lands of the place, and, in the years 1851, 1852 and 1853, of even the sums of about twenty-five

*For a copy of this Circular, see page 42 of the preceding Volume of this History.

pounds, (£25), per annum levied from them to form part of the Fund for payment of the Salaries of Teachers under the arbitrary and unjust interpretation of the Law by the Chief Superintendent of Education, as expressed in his Circular of August, 1850, to the Town Reeve and others, and which interpretation has been most completely refuted by the thoroughly high-minded and unbiased opinion of the Honourable the Chief Justice of Upper Canada, in Michelmas Term of 1852, of which opinion the following is a correct abstract.

"But, if can be of any use to state the impression which rests upon my own mind, after a consideration of the Statute, I have no objection to say that I think, as it now stands, that a Separate School, established under the Nineteenth Section of the School Act of 1850,, is entitled to share in the sum apportioned by the Chief Superintendent out of the Government Grant, and the sum which cannot be less, but may be more, which has been raised by local Assessment to meet that Grant."

3. That Your Petitioners, having in view, as early next Spring as possible to endeavor to erect a suitable Building for their School, and, having learned with pleasure that your honourable body have at your disposal a large amount of the Clergy Reserve Fund, and trusting in your sound knowledge of reason, justice, equity and freedom, they most humbly pray that you will be pleased to grant to them, in aid of the erection of their School House, a sum equal to that which has been taken from them for the support of the Central School of their much more wealthy Protestant fellow citizen, as shown above, being, as they suppose, about Three hundred pounds, (£300), and which may be more fully ascertained by referring to the records of the Municipality; and Your Petitioner, as in duty bound will ever pray.

Dated at Chatham the 24th day of November, 1856, and signed by forty-two Roman Catholic Ratepayers.

4. Reply to the Foregoing Letter by the Chief Superintendent of Education.

1. I have the honour to acknowledge the receipt of your Letter of the 1st instant, enclosing a copy of a Petition of certain Roman Catholics, Ratepayers of the Town of Chatham, to the Municipal Council, and on the allegations of which you desire my explanations and opinion.

2. The object of this Petition appears to be to induce the Municipal Council of the Town of Chatham to contribute, on the part of the Protestant Rate-payers of the Town, to the building of a Separate Roman Catholic School House, the amount of certain sums which the Petitioners allege they have paid for the erection of the Public Central School House and the salaries of Public School Teachers, in the years 1851, 1852 and 1853, and, in the support of the prayer of the Petition, they state that I gave an erroneous interpretation of the law, which was "refuted" by the decision of the Chief Justice of the Court of Queen's Bench.

3. Whether a Separate Roman Catholic School existed in Chatham since 1850; whether all the Roman Catholic children in the Town attended that School, and none of them attended the Public School since that time, is, of course, best known to you, and the Members of the Town Council and cannot be decided by me.

4. The question, to which the Petitioners refer, arose under certain provisions of the School Act of 1850, which was modified in 1853, since which time they have had no application. By the Fortieth Section of the School Act of 1850 the Moneys of each Municipality, constituting the Common School Fund of such Municipality, are defined to be the sum apportioned by me out of the Legislative School Grant and, at least, an equal sum raised, to meet that Grant, by local assessment. The first proviso in the first clause of the Twenty-seventh Section of the same Act authorizes each County Council to increase the sum levied to make up the equivalent of the sum apportioned from the Legislative School Grant, and to dispose of such increase as it pleases, either to add to the County School Fund, or to aid Poor School Sections. The Eighteenth Section of the same Act, of 1850, authorizes Townships Councils to raise moneys for school purposes under certain conditions; and the Twenty-first Section of that Act invests City and Town Councils with all powers that the other Sections of the Act confer upon both County and Township Councils. The School Act of 1850 did not exempt Roman Catholics, or any other class of Rate-payers from the payment of any School Rates whatever; nor did it make any provision for paying the supporters of Separate Schools

any other than their share of the School Fund, (as defined), according to the average attendance of pupils attending their School, and which Fund was, and is, limited to the payment of the salaries of Teachers alone.

5. In the Town of Chatham the Roman Catholics, it appears, claimed a portion of the moneys levied to build a School House, as well as their share of the School Fund for the payment of their Teacher ,—a claim which I held to be unsustained by the School Act, and in regard to which each Municipal Council could exercise its own discretion.

In Belleville the Schools were made Free,—the local Council and Board of Trustees supporting them wholly by Public Rates,—and the Trustees of the Separate Roman Catholic School claimed an equal share of all moneys raised for school purposes,—which the local Board of Trustees refused to grant. The question having been referred to me, I defined what the school Fund was, as I had stated and explained it in my Circular, to which the Petitioners refer.

7. The Trustees of the Roman Catholic Separate School of Belleville sued the Board of Trustees at the Assizes, and failed, and then appealed to the Court of Queen's Bench, where they also failed. The Chief Justice gave no opinion different from mine, as I had stated the sum payable to Separate Schools might be increased at the pleasure of each Council beyond the sum required to secure the Legislative School Grant.*

6. The whole correspondence on this subject, including that on Separate Schools generally, was printed by order of the Legislative Assembly in 1853.†

7. In 1853, the Supplementary School Act was passed, relieving the supporters of Separate Schools from the payment of any Municipal School Rates whatever, and not permitting them any claim which they might make to any municipal assessment whatever; but not relieving them from the payment of Rates for any Common School Houses,—the building of which was commenced before the establishment of their Separate School.

8. This is the School Law, as it now stands. The Petitioners, therefore, have no legal claim whatever on your Town Council for any School Moneys. The Public School House was erected equally for both classes of the community, as well as was the County Court House. If any person, or class of persons, do not choose to avail themself of it, and establish a Denominational, or Private, School, they do not thereby acquire a claim to be refunded any sum for which they may have been taxed to erect a Public School Building, or support a Public School Teacher.

9. It is entirely at the discretion of your Council to deal practicably with the prayer of the Petitioners, as they may think most advisable under all the circumstances of the case; but the supporters of Separate Schools in every Municipality of Upper Canada appear to me to have just as strong legal grounds to demand repayment for all they may have ever contributed to the support of Public Schools, as have the Roman Catholic inhabitants of the Town of Chatham, although they have had the same access to those Schools upon the same terms, and in common with all other classes of inhabitants of Chatham. Why, therefore, should the Council make a contribution in aid of erecting a Roman Catholic School House, as there is no law, nor ever has been any to require them to do so.

TORONTO, 4th of December, 1856. EGERTON RYERSON.

5. LETTER FROM THE REVEREND J. M. BRUYERE TO THE CHIEF SUPERINTENDENT OF EDUCATION.

The inclosed Letter reached me yesterday. Being unable to solve the question proposed to me, I take the liberty of addressing it to you, as the most competent Judge

* See the judgment of Chief Justice Robinson on the Belleville case on page 83, and that of the Chief Superintendent of Education, dealing with the same case, on page 85, of the Eleventh Volume of this Documentary History.

† For this Return see page 178 of the Tenth Volume of this Documentary History.

in such matters. Should you be so kind as to give me your opinion on the involved question, I will forward it to Mr. Bulmer.

TORONTO, October 23rd, 1856. J. M. BRUYÈRE.

ENCLOSURE. I hope you will excuse the liberty I have taken in writing to you on a legal point of law. But, as many parties here cannot give an opinion on it, and even differ on the involved question, I thought probably that you could obtain for me the solution and advice I seek far better in Toronto, when so near the Provincial Board of Education, than what I could in Windsor. The point to which I refer is as regards the School Tax of this School Section. I am Teacher and Collector of School Sections Numbers Two and Five in the Township of Anderdon, County of Essex. Being in want of money, the Trustees empowered me to collect the School Tax, as authorized by law, but when calling upon two, or three, Protestants, they protest against the Tax, and say that ours is a Catholic School.

(1). The School is Free and supported by general Tax.

(2). All the people, with three exceptions, are French, and require the Christian Brothers Second Book to be used in the School for their children, while the Protestants use what Books they think proper.

(3.) Catholic Prayers are used, at the recommendation of myself and Trustees, both at Morning, Noon, and Evening prayertime.

(4.) I have taught the French Catechism to the Catholic children, when the Confirmation was held at Malden, during school hours, but only to the French Children.

(5.) No Religious knowledge has been taught to the three Protestant children and only a Chirstian Brothers Book, Second series, was given to one of them, when the boy brought me two shillings to buy one for him.

The questions involved here are:—Have we, by teaching Catechism to the Catholic Children during school hours, and by using the Christian Brothers Books for Catholic Children, exempted the Protestants from Tax, and made the School a Separate School, instead of a Common, or Public, School?

This is the only School in the Section, and the Protestants have not demanded another since all the children, with three exceptions, used the French Books, with the exception also, that when a Boy, or class, wish to learn English then, and only then, have we asked the English translation of the Book.

We have closed the School on "Days of Observance," by order of the Trustees, but the Protestant object to it, and say they will bring an action against us for violating the Law, as only certain Holidays are allowed by the School Act.

Your early reply will greatly oblige, as I am forced to seize the goods and chattels of Persons making default of payment after ten days' notice, which has nearly expired, for all the Protestants.

WINDSOR, October 21st, 1856. THOMAS S. BULMER, Teacher.

6. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

1. In reference to your Letter of the 23rd ultimo, (the receipt of which I acknowledged on the 27th ultimo,) I have received from the Local School Superintendent of Anderdon, (Mr. Joseph R. Berthelot, which I enclose), his explanations relative to the matters referred to in the Letter which you had enclosed to me, and on which you request my interpretation of the School Law.

2. The School Law in Upper Canada does not permit any authority whatever to interpose between the parent, or guardian, and child, in regard to Religious Instruction. The Law on the subject of using Books and giving Religious Instruction in the Public Schools is as follows:—

No foreign Books in the English branches of Education shall be used in any Model, or Common, School, without the express permission of the Council of Public Instruction, nor shall any pupil in any such School be required to read, or study, in, or from, any Religious Book, or join in any exercise of Devotion, or Religious, which shall be objected to by his, or her, parents, or guardians; provided always, that, within this limitation, pupils shall be allowed to receive such Religious Instruction as their parents, or guardians, shall desire, according to the General Regulations provided according to law." (School Act of 1850, Section Fourteen).

3. On this Section of the School Act the Council of Public Instruction have founded the following remarks and Regulations:

"In the Section of the Act thus quoted, the principle of Religious Instruction in the Schools is recognized, the restriction, within which it is to be given, is stated; and the exclusive right of each parent and guardian on the subject is secured, without any interposition from Trustees, Superintendents, or the Government itself; therefore, it shall be a matter of mutual voluntary arrangement between the Teacher and the parent, or guardian, of each pupil, as to whether he shall hear such pupil recite from the Catechism, or other Summary of Religious Doctrine and Duty, of the persuasion of such parent, or guardian.

4. In regard to Devotional Exercises, the Council of Public Instruction, after recommending that the daily business of each Common School should be opened and closed by Devotional Exercises, remark, that:

"The Lord's Prayer alone, or the Forms of Prayer here unto annexed, may be used, or any other prayer preferred by the Trustees and Teacher of each Common School."

5. According to the above quoted provisions of the School Act and the Regulations founded upon it, you will perceive that the restriction, as to the use of foreign Books, does not apply to any published in the French, or in any other than the English, language; that the Trustees, Teacher and Parents of the pupils of the School referred to by you, can exercise their own discretion as to the Prayers and Books of Religious Instruction and the Religious Instruction given to the pupils of the School, so as not to compel the Protestant children to be present at them against the wish of their parents, or guardians, or lessen the amount of secular instruction to which they are entitled in used, or any other prayer preferred by the Trustees and Teacher of each Common School."

Toronto, November 25th, 1856. Egerton Ryerson.

Enclosure: The Local Superintendent of Anderdon to the Chief Superintendent.

My being absent from home will account for this delay in the answer of yours of the 28th ultimo,—requesting that I should return the enclosed Letter of Mr. Bulmer, with such remarks and any explanations I may judge necessary.

I would inform you that, in my great desire to start, or establish a good and large School Section, Numbers Two and Five, which had been so much neglected, that I felt it necessary and justified under the circumstances in granting to Trustees and Teachers certain privileges, which may be considered in some degree a violation of the Law, regulating Common Schools. The children being all small, and all French, except two; parents wishing that they should be taught French for the first year at least, if not the second; there being no translation of the Books authorized, I permitted them to use such Books as are used in the Township of Sandwich and in Lower Canada. As regards the teaching of the Catechism to the Children, it was understood to be out of School, in other words after School hours. I knew that if I did not allow a slight departure from the Law, the Section would be without a School, now consisting of thirty to forty Pupils.

I would here remark that the two, or three, Protestants whom Mr. Bulmer the Teacher speaks of, are perfectly justified in protesting against the Tax imposed by Trustees:—not knowing the circumstances under which I acted. When explained to them, which I will do in a few days, they, I feel assured, will justify the slight violation, and pay the School Tax willingly, and more, if it is deemed necessary to keep the School in its present condition. I feel well assured that the strict adherence to the Letter of the Law by the last Superintendent was the cause of so small a number of children attending the School. I am also fully satisfied, from what has transpired, that a slight deviation in nothing very essential does not remove objections which Parents frequently urge as an excuse for not sending their Children to School. It is a true and melancholy fact, that in this, and the adjoining Township, the majority of the people are constantly urging reasons for not sending their Children to the School, and it is only by a personal visit of the Superintendent, not always successful, to every Head of the family, to urge, and, I might almost say, beg of them to send their Children to School, you are enabled to form anything like a good School. I have thought it advisable to state these few facts, so as to give you some idea of the difficulties attending the duties of a Local Superintendent, who feels as he should about Schools; they must palliate any slight deviation from his duties which are clearly pointed out in the Act and Regulations. I have no doubt but what the Trustees have done some little things that they might take advantage of, but I have every reason to think that they have acted honestly, and thought it lawful and right. Should it be thought best and

proper to make a change in the management of the School Sections numbers Two and Five, after the reasons here given for my allowing certain privileges, I would ask for advice and instructions.

JOSEPH R. BERTHELOT, Local Superintendent.

November, 1856.

7. THE EDUCATION DEPARTMENT, AND NOT "THE PRESS," IS THE TRIBUNAL OF APPEAL FOR SETTLING LOCAL SCHOOL DIFFERENCES.

Letter to the Editor of The Mirror, Toronto, by the Deputy Superintendent of Education.

So many Letters on the Separate School Question having appeared from time to time in the *Toronto Mirror*, I took occasion to point out the errors and misapprehensions which many of them contained. Reference in one of them to a Letter of reply which I had written, and which showed that the Writer was in error in regard to it, induced me to write the following Letter to the Editor of *The Mirror* to correct the mistakes of his Correspondent:—

1. Permit me again to call your attention to some ommissions and errors in the Letters of your Correspondents, referring to this Department.

2. I confine myself, exclusively to matters of fact; and only regret that your Correspondents, (and them alone, of all other persons in correspondence with this Office, (of which there are about 500 per month), prefer this mode of dealing with local questions. If The Press is to be the Tribunal, for that purpose, then this Department must decline to entertain them, as a matter of course.

3. The Reverend Mr. Ryan of Brantford, (to whom I personally explained, to his satisfaction, as I thought,) every point on which he desired information), is in error in regard to the opinions which he attributes to the Reverend Doctor Ryerson. Doctor Ryerson did not, in a Letter to the Reverend Mr. Drummond "prohibit the giving of Certificates to supporters of Roman Catholic Separate Schools." Neither did he "counsel, command, or consent, to such injustice."

4. The only Letter sent to Mr. Drummond on the subject was one written by myself on the 5th ultimo, in reply to his Letter asking advice, and is as follows:

"No exemption from Tax can be claimed by Roman Catholic Supporters of Separate Schools, unless they have individually given the notice required by law. The exemption only refers to Taxes levied in the Section, or Ward, of a Town, in which such School exists, but, in no case, can the existence of a Separate School in one Municipality exempt the residents in another Municipality from taxation.

5. This opinion is founded on the Twelfth Section of the Taché Roman Catholic Separate School Act of last year; which, for the satisfaction of Mr. Ryan, may be quoted as follows:—

XII. Every person paying rates, whether as a proprietor, or tenant, who, on, or before, the first day of February of any year, shall have given notice to the Clerk of the Municipality in which any Separate School is situated, that he is a Roman Catholic and a supporter of such Separate School, shall be exempted from the payment of all Rates imposed within such Ward (of a City, Town or Village), or School Section, for the support of Common Schools and of Common School Libraries for the year then next following, and every Clerk of a Municipality, upon receiving any such notice, shall deliver a Certificate to the person giving the same, to the effect that such notice has been given, and shewing the date of such notice; but any person who shall fraudulently give any such notice, or shall wilfully make any false statement therein, shall not secure any exemption thereby, but shall, on the contrary be liable to a penalty of Ten pounds currency, recoverable, with costs before any Justice of the Peace, at the suit of the Municipality int[illegible]. Provided always, that nothing herein contained shall exempt any such person from paying any Rate for the support of Common Schools, or Common School Libraries, or for the erection of a School House, or School Houses, which shall have been imposed before such Separate School was established.

6. If this law be the cause of the alleged injustice, I cannot conceive how Doctor Ryerson can be made responsible for it, or why unjust appeals must be necessarily be made against him in the Press, because the Legislature has seen fit to pass it with its restrictive clauses.

7. Your correspondent from Nichol, in endeavouring to prove that my opinion is at variance with the decision of the Chief Superintendent of Education entirely suppresses the fact that Doctor Ryerson's decision was based upon the Separate School Laws of 1850 and 1853, while my opinion was based upon the Taché Roman Catholic Separate School Act of 1855, to which I referred, (and quote herewith), and which Act entirely repealed those upon which Doctor Ryerson's decision was based. How such an unfair mode of dealing with questions of this sort can meet with the countenance of respectable journalists, I am at a loss to understand. The Section of the Taché Separate School Act of 1855, to which I referred, and on which my opinion was founded was as follows:—

VII. If a Separate School, or Separate Schools, shall have been established in more than one Ward of any City, or Town, (not Township,) the Trustees of such Separate Schools may, if they think fit, form an union of such Separate Schools; and, from the day of the date of the notice in any public Newspaper, published in such City, or Town, announcing such union, the Trustees of the several Wards shall together form a body corporate under the title of "The Board of Trustees of the Roman Catholic United Separate Schools for the City, (or Town of , in the County of,

TORONTO, 19th of February, 1856. J. GEORGE HODGINS.

CHAPTER II.

BISHOP STRACHAN AND THE ANGLICAN SYNOD OF TORONTO ON THE SCHOOL SYSTEM OF UPPER CANADA, 1856.

At the Annual Meeting of the Synod of the Anglican Diocese of Toronto in 1856, the Right Reverend Bishop Strachan, who presided, delivered an elaborate Address, or "Charge," in which he referred at length to the character of the Public School System of Upper Canada, especially in regard to the question of Religious Instruction in the Schools connected with it.

As this question was thus formally brought before the Synod and discussed by that Body, the decision of the Synod on the subject, was that the main Resolution, which had been proposed, and the amendment to it, were, at the request of the Bishop, withdrawn. In his Address, the Bishop said:—

1. The System of Education established in Upper Canada seems, at first sight, to have something very favourable in its general aspect. It proceeds upon the principle, that the great, and indeed the first, object of education is to give men and women such instruction as shall serve the purpose of their temporal advancement in the present life, and shall enable them to pursue with efficiency any calling to which they may turn their attention. And so far as it furnishes the tools and instruments best adapted for the advancement of the scholars in the arena of social competition, it promises a fair measure of success. Religious subjects are not allowed to interfere with any of its arrangements, nor is the necessity of adopting any distinct Religious teaching admitted. On the contrary, to avoid all such difficulties, the Gordian Knot is cut, and the process of instruction is almost entirely secular, and confined to that description of knowledge, of the practical utility of which there can be not doubt; and Christianity and its Doctrines are left to be dealt with by every one according to his pleasure.

2. This I believe to be a fair representation of the teaching of Common Schools in Upper Canada. The System has assumed great dimensions, and no labour, or expense, is spared to promote its efficiency.

3. On referring to the Report of the Chief Superintendent of Education for 1854, I find the number of Common Schools to be 3,244, being an increase of 243 upon 1851. The Schools in which the Holy Scriptures are, to any extent, used may be taken at two-thirds of the whole number, as there appears only a trifling difference since 1851,—showing that of the 3,244 Common Schools in Upper Canada in 1854, in two-thirds, (2,163,) the Bible was read and in one-third, (1,081), it was not read.

4. One new feature, which I consider of great value, and for which I believe we are altogether indebted to the able Chief Superintendent, deserves special notice: it is the introduction of Daily Prayers. We find that 454 Schools, or about one-seventh of the whole number, open and close with Prayer. This is an important step in the right direction, and only requires a reasonable extension to render the School System in its interior, as it is already in its exterior, nearly complete. But until it receives this necessary extension, the whole System, in a religious and spiritual view, may be considered almost entirely dead.

5. I do not say that this is the opinion of the Reverend Doctor Ryerson, who, no doubt, believes his School System very nearly perfect; and so far as he is concerned, I am one of those who appreciate very highly his exertions, his unwearied assiduity, and his administrative capacity. I am also most willing to admit that he has carried out the meagre provisions of the several enactments that have any leaning to Religion, as far as seems consistent with a just interpretation of the School Law. But with all this, I am fully convinced that the whole System of Education over which he presides is rotten to the core, and that its tendency is to produce general unbelief. For surely the cold and scanty recognition of the Gospel which we have noticed, and the partial reading of the Scriptures in a portion of the Schools, merely by sufferance, and the permitting of Prayer at the opening and closing of one-seventh only of these Schools, will be found quite insufficient to prevent this unhappy result. Much more is required to cherish and bring forth the fruits of true Religion. How so many able and good men continue so long to support such a System, may not be easily accounted for. But, it may, in a great measure, arise from hearing assertions constantly made that its "Basis is Christianity."—an assertion, which a thorough and earnest examination would prove to be utterly fallacious. In the meantime, I conscientiously feel that such men, however good their intentions, are labouring under an unhappy delusion, which nothing short of a thorough knowledge of the Scriptures can remove.

6. If the children are confined to Arithmetic, Geography, Algebra, etcetera, while Religion, as matter of instruction, is never introduced, it is absurd to affirm that, under such arrangements, you are giving them "education". Education requires much more; it is to give your pupils a moral training favourable to the good order of society, to the performance of their duties to God and man, and to become useful to them here and hereafter.

7. Now this cannot be done separate and apart from the Christian Religion. At page 14 of the Common Schools' Report for 1854, we have the sum of the Religious instruction ever given in these local Seminaries:—

"In each School the Teacher should exert his best endeavors, both by examples and precept, to impress upon the minds of all children and youth committed to his care and instruction the principles of Piety, Justice, and a sacred regard to Truth; love to their Country, Humanity, and universal Benevolence; Sobriety, Industry, Frugality, Chastity, Moderation, Temperance, and those other virtues which are the ornament of society, and on which a free constitution of government is founded, *etcetera.

*The Report of the Chief Superintendent of Education, here referred to by Bishop Strachan, will be found on pages 217-227 of the Eleventh Volume of this Documentary History; But the particular part of the School Regulation, quoted by the Bishop, are printed on page 198 of the Ninth Volume of that History, and are part of the General Regulations for Schools prescribed by the Board of National Education for Ireland.

8. Now, it so happens that these very same words (which the Council of Public Instruction for Upper Canada quotes from an avowed Unitarian source†) are literally copied by Lord John Russell in his speech before Parliament on the 6th of March last, when introducing his Resolution on Education, and what comment does his Lordship make upon them?

"It is obvious," says he, "that so far as these words are concerned, they might have been enacted by the Senate of Rome before the introduction of Christianity, for there is nothing in the words which bear the mark of any distinct Christian character."

9. After admitting that many eminent men were in favour of the "Secular System," and who think that to attend the Public School during the week, and afterwards receiving, on the Lord's Day, distinct Religious Instruction, either at Sunday-School, or at home, children may be brought up good Christians, his Lordship adds, that those favourable reports are nevertheless called in question; and, while offering no opinion of his own, he says, with regard to our own Country, there are great authorities against it, and there is a strong public sentiment which would not approve the enactment of such a system. He quotes two authorities only, that he might not be tedious—the Reverend Doctor Thomas Arnold and the Reverend Mr. Cook. Doctor Arnold says:—

"The moment you touch on what alone is education—videlicet, the forming of the moral principles and habits of men,—neutrality is impossible. It would be very possible if Christianity consisted really in a set of theoretical truths, as many seem to fancy; but it is not possible, inasmuch as it claims to be the paramount arbiter of all our moral judgments, and he who judges of good and evil, right and wrong, without reference to its authority, virtually denies it."

10. This opinion of Doctor Arnold is confirmed by the Reverend Mr. Cook, a Gentleman of great experience and intelligence. He says:—

"I have confined my observations hitherto to the secular aspect of school studies, because objections are generally made by persons who believe that the time of children in our National Schools is absorbed by the Church Catechism and unintelligent reading of the Old and New Testaments. But I do feel bold once more to record an opinion, deliberately formed, and confirmed by a long and minute acquaintance with the working of elementary schools, that, the one great influence which has elevated and developed the intelligence of those children—which has given clearness and accuracy to their perceptions,—which has moulded their judgments, exercised their reason and expanded their imagination,—has been the careful, daily and uninterrupted study of the Word of God. The Religious Instruction of our best Schools is of an excellence which has never been rivalled in any System of National Education, and which can be appreciated only by those who have had opportunities, both of constantly examining the children under instruction, and of watching the effects of that teaching upon their conduct in after life.

"I know many young men and women who are now doing their duty heartily and faithfully in their appointed sphere of action, who gratefully attribute the measure of success which has rewarded their exertions to the impressions, instructions and habits, acquired in our National Schools."

11. Lord John Russell then asks, whether will you have Schools confined to those secular objects, to which I have adverted, or whether will you introduce into them moral instruction; and concludes with rejecting Secular Schools, because every body requires more than they can give, and the introducing of the Holy Scriptures. Now, I firmly believe, nothwithstanding the apparent acquiescence in the System of Schools established in this Province, that the general feeling here is the same as in England, and that most parents consider any plan of education imperfect which does not instruct their children in their duty, both to God and Man, on a Christian foundation.

12. Fortunately, this System, vicious as it is at present, may be very easily amended, and, without losing a particle of its value, may be made to supply with efficiency all that is wanting.

† The Bishop is here mistaken in ascribing the Regulation quoted to a "Unitarian Source." They were as I have shown in the preceding Note* part of the Regulations of the Irish Board of National Education—on which, it is true, a Unitarian Member from the North of Ireland had a seat at the time of their adoption.

1st. Let Separate Schools be admitted in all Villages, Towns and Cities, when required, and let the same privilege be extended to the Country, whenever the population warrants their introduction.

2nd. Till this Regulation takes effect, let it be provided that all Public Schools whatever be opened and closed with Prayer, and that a portion of the Holy Bible be daily read; and farther, that the Lord's Prayer, the Apostle's Creed, and the Ten Commandments, be regularly taught in every such School; provided, nevertheless, that no child be compelled to receive Religious Instruction, or attend any Religious Worship, to which his, or her, parents shall, on conscientious grounds, object.

13. These simple provisions would interfere with nothing of importance that exists in the present School System, nor in any way disturb its elaborate machinery, which would apply, as well as it does now, to every exigency that might occur. All the different Religious Denominations which desired it would have their Separate Schools, and could arrange, according to their particular views, the Religious Instruction of their children. Hence all the heartburnings that at present exist would be removed. Nine-tenths of the Protestants, and all of the Roman Catholic population, would be satisfied; and throughout the Country, where the thinness of the Settlers prevented the establishment of Separate Schools, the inhabitants would rest content under the second provision, until they were able to support them.*

Although the remainder of the Address does not deal specifically with our Public School System, yet it contains valuable suggestions as to how the younger Members of a Church should be influenced and, encouraged, as

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*This Scheme of modification of our Public School System, as outlined by the Bishop, is entirely impracticable, as experience has proved. In New South Wales a School Law was passed in 1880, which differs materially from any other modern School System. Its provisions, in regard to Religious Instruction in the Schools, are as follows:—

In all Schools under this Act the teaching shall be strictly non-sectarian, but the words "secular instruction" shall be held to include "general Religious teaching," as distinguished from dogmatical, or polemical, theology.

In every Public School four hours during each School Day shall be devoted to secular instruction exclusively, and a portion of each day, not more than one hour, shall be set apart when the children of any one Religious Persuasion may be instructed by the Clergyman, or other Religious Teacher of such Persuasion, but, in all cases, the pupils receiving such Religious Instruction shall be separated from the other pupils of the School. And the hour, during which such Religious Instruction may be given, shall be fixed by mutual agreement between the Public School Board, in consultation with the Teacher of such School, and the Clergyman of the district, or such other person as may be duly authorized to act in his stead; and any Class Room of any Public School may be used for such Religious Instruction by like agreement. Provided, that if two, or more, Clergymen of different Religious Persuasions desire to give Religious Instruction at any School, the children of each such different Persuasion shall be so instructed on different days. Provided also, that the Religious Instruction, to be so given, shall, in every case, be the Religious Instruction authorized by the Church to which the Clergyman, or other Religious Teacher, may belong. Provided, further, that, in case of the non-attendance of any Clergyman, or Religious Teacher, during any portion of the period agreed to be set apart for Religious Instruction, such period shall be devoted to the ordinary secular instruction in such School.

Notwithstanding anything, to the contrary, in the last preceding Section, no pupil in a Public School shall be required to receive any general, or special, Religious Instruction, if the parents or guardians of such pupil object to such Religious Instruction being given.

The Writer of an article on this subject in the *Nineteenth* Century Magazine for February, 1904, remarks:—

The Department of Public Instruction for the State of New South Wales is justly proud of the working of the Act for the last twenty-three years, as may be seen from the following Official report:—

"One of the Sections of the Public Instruction Act provides that general Religious Teaching shall form part of the course of secular instruction. This "Religious Teaching" is placed on exactly the same footing as Geography, Grammar, or any other subject. At the annual inspection of Schools the failure of any class to reach the standard in Scripture would tell against the Teacher, just as satisfactory work would tell in his favour. In classes above the Second, the Irish National Board's Scripture Lesson-books are regularly read. All teachers, irrespective of creed, are required to teach these Scripture Lessons, and, in no case, has any refusal to do so taken place.

Western Australia has frankly adopted into its own School enactment both Clauses of the New South Wales Act. Tasmania has only gone so far as to allow the Clergy to teach their own children during school hours. Victoria for some time has been agitating for provisions not very dissimilar to those of the London School Board. While in South Australia and Queensland the Church of England, the Presbyterians, the Lutherans, the Baptists, and the Methodists have united in demanding the introduction into the Education Acts of their respective States of privileges similar to those enjoyed in New South Wales.

well as trained, in the essential matters of the Christian life, both in the Sunday Schools and by the Pastors of Churches. I, therefore, insert it, as it completes the Bishop's Charge.

14. Before passing from this important subject, there are two, or three, points in which we, the Ministers of Religion, are especially interested, and to which I, therefore, request your serious attention. We must not wait for the adoption of these amendments to our System of Education. Thankful shall we be for them, when obtained. But, in the meantime, we must redouble our exertions to protect our flock, and especially our children and youth, by increasing the number of Sunday Schools. You ought to have one at each of your Parish Stations.

15. The difficulty is to find Teachers. This I know from experience, to be great; but I likewise know that, in most cases, it may be overcome by activity and kindness. In most places we shall find, by a diligent search, sober and pious individuals, willing, under your occasional assistance, advice and encouragement, to undertake the labour. If sincere in the work, they will soon become themselves anxiously alive to the progress of their classes, and begin soon to discover that their regular attendance is rather a pleasure than a toil.

16. Great care must also be taken as to the manner and value of the instruction imparted. You must not be content with merely teaching the Articles of Faith, and forms of devotion. These can be very soon learned by the children; but, without a tender and minute explanation, they do not reach the heart. Young persons taught in this way are apt to consider themselves possessed of Religion, when it has, as yet, no sure foundation; and finding that it does not enable them to withstand temptation, nor when they have sinned, does it excite a lively remorse and repentance, they infer that is is useless, and become indifferent. Hence, when assailed by wicked companions, they easily fall into transgression. Again, when they find themselves defenceless against ordinary cavils, and feel surprised at their inability to answer them, instead of seeking more correct information, they too frequently fall into corrupt unbelief, which they discover to be more acceptable to their passions and a solace to their ignorance.

17. In imparting Religious Knowledge, every portion should be patiently and thoroughly explained, as we proceed. This, no doubt, requires natural ability in the Teacher; some acquaintance with sacred and profane history, and a readiness to illustrate what he is inculcating, with apt examples from the Bible and other sources. But, in all this they will, and should, find encouragement from you; and, with the help of a few well chosen Books, to which you can direct them, they will rapidly acquire the knowledge necessary to enable them to dispense it with satisfaction to their Scholars. Your Teachers, while instructing others, will rapidly advance in learning themselves, not merely intellectually, but morally; and, after a time, they will become more patient and forbearing,—more cheerful under labour; and, at the same time, firmer and more just in their decisions.

18. The Teachers receive great encouragement when the Minister himself catechises in public. It is the mode of instruction which was universal in the first ages of the Church; nor is it long since it was general in our own. It was sadly neglected during the latter part of the last Century, and in the early part of this one; but it has of late years revived, and is extending on every side, and may be considered one of the most healthy signs of the times. Such public catechising not only benefits the children themselves, but confers a blessing upon all present, and is peculiarly interesting to the Teachers, and, more especially, when you can induce them to ask you to explain any difficulties that come in their way, and encourage them also to question their own hearts as to the progress they are making in the spiritual life.

19. There are times when all Clergymen of a serious and reflecting character, feel painfully dissatisfied at the little intercourse which has been kept up betweeen themselves and those of their flock, whom they have prepared for confirmation.

20. The intimate acquaintance which grows up between the Pastor and his youthful Parishioners during the preparation for this holy rite, naturally produces confidence and good feeling, and is commonly attended with many acts of kindness and affection,—but all seems dissolved and gone when the Bishop departs. Not, perhaps, always, because the first Communion in many well-ordered Parishes soon follows and keeps up the endearing connection. But, in general, the newly confirmed youths are, to a great degree, lost sight of, and the tender influence which the Clergyman had acquired is gradually loosened, until it altogether disappears. Now, there seems no better plan for continuing theis salutary influence, and strengthening the moral habits which may have been commenced, than that of establishing occasional meetings with the newly confirmed, perhaps once a week, or even once a month, to converse on religious subjects. Such meetings may, by a judicious Clergyman, be turned to infinite advantage. It is the Father meeting his children, and instructing them as their parent, —conversing with them indulgently and frankly, and encouraging them to impart their difficulties, their hopes, and their fears, that they may be counselled and directed. He can suggest such Books as may be most profitable for them to read, and, as occasions offer, he can point out the pernicious tendency of promiscuous reading, and the errors of such popular publications of the day as come in their way. Such intercourse begets confidence, and, in time, friendship,—and may, under a wise guidance, be made exceedingly pleasant and salutary, while it extends the influence of the Pastor over many minds who will be prepared to assist him in promoting schemes of benevolence and good-will throughout the parish and neighbourhood.

21. The progress of human knowledge can never be arrested, nor, when rightly understood, it is opposed to Divine Law. They are not rivals or enemies, but in the closest agreement, for they both come from God. The written Word and the unwritten page of Nature equally manifest His power and glory, and both are essential to social improvement. The Gospel of Salvation and of human knowledge join hand in hand in promoting the moral and mental amelioration of our fallen race. Let, then, the good Angel of the Lord preside over all our Educational Institutions, with the Bible in his right hand and the volume of Human Knowledge in his left!

22. One of the steps in the progress of infidelity is to banish the Holy Scriptures from the Common Schools—wholly, if possible, or partially, when a full interdiction cannot be effected. Now, the dissemination of the Scriptures has been justly called the bulwark of the Reformation, and it is pleasing to reflect that in no age of the Church since that period has this been more warmly felt, and more strenuously carried out than during the last fifty years. Nevertheless, we find in this Diocese that in more than 1,081 Public Schools the Bible has not yet been introduced; but, on the other hand, we have the satisfaction to announce that public opinion has compelled its adoption in 2,163 of these Schools—that is in two-thirds of the Common Schools; and we are encouraged to believe that, in a short time, the same happy influence will not leave one single Public School unprovided with the Word of God.

After the Bishop concluded his Address the Synod proceeded to business and the Reverend Adam Townley moved that it be resolved, that application should be made to the Legislature for the right of having Separate Schools being extended to the Church of England. Mr. E. G. O'Brien seconded the Motion.

Reverend Arthur Palmer said, that no man could be more strongly in favour of having Religious Education than he was, but after careful consideration, he had come to the conclusion that to attempt to obtain the establishment of Separate School for the Church of England was simply impracticable. He, therefore, moved the following resolution in amendment:—

1st. That this Synod earnestly desire that such measures shall be taken as shall impart to the Common Schools of this Province, a Religious character, so far as in its unhappy state of religious division it can be done consistently with the rights of con-

science,—and, to that end, that all the Common Schools be opened and closed with Prayer; and that a portion of the Holy Scriptures be read daily therein; provided always, that no child shall be compelled to be present at such Prayers, or reading, of the Scriptures, whose parents, or guardians, shall object to his doing so.

2nd. That this Synod does not deem it expedient to seek the establishment of any other Separate Schools, except those which the Members of the Church of England shall be enabled to establish, seeing that, in contending for Separate Schools as part of the Common School System, they would only be seconding the too successful efforts of the Roman Catholic Church to inculcate its system of intolerance and superstition at the public expense.

The Bishop expressed his opinion that, after the discussion they had had, it would be better that the motion and amendment should be withdrawn, which was agreed to.

THE METHODIST CHURCH OPPOSED TO SEPARATE SCHOOLS IN UPPER CANADA.

At the Meeting of the Methodist Conference at Brockville in 1856, the following Resolution was unanimously agreed to:—

Resolved. That this Conference desires to express its confidence in the existing Common School System of Upper Canada, and strongly deprecates the efforts of those who are endeavoring to disturb and destroy that System; and this Conference would further express its high admiration of the great ability and impartiality with which the present Chief Superintendent of Education continues to discharge the duties of his responsible Office.

CHAPTER III.

LORD ELGIN ON THE PUBLIC SCHOOL SYSTEM OF UPPER CANADA, 1856.

In consequence of the extended remarks of Bishop Strachan, in which he criticized the Public School System of Upper Canada, in the preceding Chapter, it is appropriate to give in this Chapter, those of Lord Elgin on the same subject, in which he points out and commends those features which he considered as admirably adapted to the circumstances and wants of the Country, especially in regard to its Religious influence.

During his administration of the Government of Canada, as Governor General, from 1848 to 1854, Lord Elgin was a close observer of Public affairs, and took an active part in every movement, which had for its object the prosperity and welfare of these Provinces.

I have in Chapter XVI of the Eighth Volume of this Documentary History, pointed out that, in a critical period of our educational history, he came in Official contact with our Public School System, and that his Addresses and Speeches had a marked effect in moderating the opposition which Doctor Ryerson encountered in laying the foundations of that System. He heartily endorsed and seconded the efforts made to promote the success of our Library System, which he regarded, as expressed in one of his Speeches, as "the Crown and Glory of the Institutions of the Province."

I have already given in Chapter VIII of the Eleventh Volume of this History, his Official Report to the Colonial Secretary on, "the School System of Upper Canada." I now give the chief portions of an Address delivered in Edinburgh, on the same subject, in which he dwells with satisfaction on the many features of excellence which he had noted in our Upper Canada scheme of Education. He said, after referring to the United States:—

There are other communities in America, in whose welfare I feel, as may reasonably he supposed, as interest even greater than that of those of New England, to which I have been referring, and they also have contributed their quota to the sum of educational experiences. Although partially veiled by the decorous trappings of Monarchy, the social and political institutions of the British American Colonies have their root in the equality of condition, no less than those of the adjoining States of the American Union. There, too, accordingly, we soon made the discovery that there were dangers ahead, should political power fall into the hands of masses of men unfitted by education and training to resist the seductions of quacks and smatterers; and we turned to the same quarter for protection against it.

The Upper Canadian Educational System is distinguished from that of the northern States of the Union chiefly by the more strenuous endeavour, which has been made under the latter, to associate Religion with the Common School teaching. Not that we undertake to relieve Parents and Pastors from responsibility for the Religious training of the child. On the contrary, it is our desire that they should feel the full weight of that responsibility, and acknowledge that the utmost that can be expected of the Day School is that it should better fit the child for the direct Religious Instruction which it is to receive at Church, at the Sabbath-school and in the Home. But we have in Upper Canada adopted precautions beyond those which our neighbors have seen fit to take, in order to ensure, in so far as human means can do so, that, in its practical working, the School System shall be constantly pervaded by a Christian spirit. With this view, influential Clergymen have been placed on the General Board, which superintends the whole; and in the several Townships of the Counties, the local Clergy of all Denominations are *ex-officio* Visitors of the Schools. After all, it is a great thing to encourage whatever tends to promote Christian and brotherly love in a community. I would not underate the opinions of those holding different religious views; but let us never forget the teachings of that Chapter in the Corinthians which inculcates the blessings of charity.

The Chief Superintendent of Education in Upper Canada thus refers to the working of the provision of the law, in regard to Religious teaching, in the following terms:

"The Clergy of the Country have access to each of its Schools, and we know of no instance in which the School has been made the place of Religious discord; but there are many instances, especially on the occasions of the Quarterly Public Examinations, on which the School has witnessed the assemblage and friendly intercourse of the Clergy of various Religious Persuasions, and thus become the radiating centre of a spirit of Christian charity.

A single word more on this point, because I feel it to be one of vital importance. A somewhat prominent post was assigned to me some years ago in a very interesting Ceremony which took place, when, at Toronto, the Foundation-stone of the Normal and Model Schools for the Province of Upper Canada was laid. Among the spectators on the occasion were the Members of the both Houses of the Provincial Legislature, the Judges, and other persons of mark and influence in the community. A Prayer by the Rector of the Protestant Episcopal Church opened the proceedings. The address to the Governor General was read by a distinguished Clergyman of the Wesleyan Persuasion. To the Ministers connected with the other Protestant Denominations other parts of the ceremony were committed. The Roman Catholic Bishop of Toronto,—I hope I may say this even in Edinburgh without any danger,—placed in my hand the

Trowel, which I still preserve as a memorial of a day, to which I must ever look with the sincerest pleasure. I will venture to read one passage from the report of the proceedings, as given in the Newspaper at the time, of what I said in replying to the address presented to me, because of the solemnity of the occasion, the character of the audience, the social position of the Speakers, and, I will add, the favour with which the words I am about to quote were received, combined to impart to them high authority, as an exposition of the sentiments of the Canadian community on the point of which they treat. Adverting to what had fallen from the Chief Superintendent, I understand (I said) from your statements, and my own observations have led me to the same conclusion, that it is the principle of our Common School Educational System that its foundation is laid on the rock of our common Christianity, that, while the varying views and opinions of a mixed religious society are scrupulously respected, while every semblance of dictation is avoided, it is desired, it is earnestly desired and recommended, and it is confidently expected and hoped, that every child who attends our Common Schools shall learn that he has an interest in eternity as well as in time, that he has a Father who stands towards him in reationship more close and endearing than any earthly Father, and that Father is in Heaven,—that he has a hope transcending every earthly hope, a hope full of immortality; and that, among his duties the first and the foremost is the duty of striving to prove, by his life and conversation, the sincerity of his Prayer, that the will of that Father may be done on Earth as it is done in Heaven. I understand that that is the broad and solid platform which is reared, and, upon which good foundation, we invite the Ministers of Religion of all Denominations, the *de facto* spiritual Guides of the people of the Country, to take their stand along with us; that, so far from hampering, or impeding them in the exercise of their sacred functions, we ask, we implore them, to take the children,—the lambs of the flock—committed to their care, and to lead them to those pastures and streams where they will find the food of life and the water of salvation."* So much for the education as we understand and practice it in Upper Canada.

Referring to this subject (in a former Address at Glasgow), Lord Elgin cites the testimony of authorities in the United States in support of his testimony in regard to the excellence of certain features of the Upper Canada System of Education to which had referred. He said:—

I could quote any number of testimonials from American Writers to justify the assertion which I have now made in regard to the Upper Canadian System of Education, but I shall only quote one which has reference to a department of progress more moral than material, although it has a very direct bearing on both.

It is unnecessary that I should say to you that there is no subject on which the people of the United States are more proud than they are in reference to their Systems of National Education; and they certainly have very great reason to be so, because, while we hear in this Country all men proclaiming their zeal for popular education, and yet overwhelming with objections every specific plan which is brought forward for educating the masses, there is actually in operation throughout that Continent an educational System which is raising the intellectual standard of that people to an elevation never before attained by any community.

Now, here is the way in which a person from the United States, who is thoroughly conversant with this subject and able to form an opinion on it, speaks of the state of popular education in Upper Canada. I read from a report which I met with the other day in a newspaper of a meeting at New York of the American Association for the Advancement of Education:

"A paper on the subject of Education in Canada West was read by Mr. J. G. Hodgins, the Deputy Superintendent in that Province. It was explanatory and statistical, and exhibited a satisfactory progress, under liberal legislation in the cause of education in that delightful portion of the British Empire. The attendance at the

*See pages 5-14 of the Tenth Volume of this Documentary History.

Common Schools in that Province fully equals in proportion to the attendance at the Schools of Massachusetts and New York. The thanks of the Association were returned to Mr. Hodgins for his interesting paper, and a copy solicited for publication in the transaction of the Association.

A Gentleman remarked, on seconding the Motion of thanks that "he regarded the School System in operation in Canada West, in so far as it differed from those among ourselves, as a decided improvement, particularly in regard to the provision made for School Libraries, and for the maintenance of Superannuated School Teachers."

Not satisfied, you see, in these communities with providing the means of education, they have introduced the system of Libraries, which is putting into the hands, and within the reach of the population generally, an abundant supply of useful and interesting Books.

The President of the Association, adds the report, made some remarks on the difficulty in the United States of procuring proper Libraries for Schools,—keeping out bad Books,—and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Education Department at Toronto, Canada West."

Now I may say, that I don't think it undesirable that the population of this part of Scotland should know that it is a fact, that there is a Country,—not two weeks steaming from Glasgow,—a Country possessing a fertile soil and genial climate,—a Country inhabited by a population sharing our views and sentiments upon all questions, moral, social, political, and, above all, religious,—where the means of obtaining elementary education free of cost, (except that of a general taxation) and upon conditions that can do violence to no rights of conscience, are placed within the reach of every child in the community, and where every child who manifests superior intelligence, or industry may ascend from the Elementary School to the Higher School, in which a superior education is given upon the same terms, and from the superior School to the University.

CHAPTER IV.

EDUCATIONAL FEATURES OF THE PROVINCIAL EXHIBITION OF 1856, AND ADDRESS BY DOCTOR RYERSON ON AGRICULTURAL EDUCATION.

At the earnest request of the Provincial Board of Agriculture, the Chief Superintendent of Education consented to send a contribution of such specimens and other articles, already procured for the proposed Educational Museum, which might be of practical value to the Farmer, the Mechanic, as well as of special interest to School Trustees and others. He, therefore, sent to the Provincial Exhibition of 1856 a collection of interesting and instructive Objects from the Depository of the Education Department and from the projected Educational Museum. These objects comprised, among many other things, the following articles, videlicet:—

1. A collection of Models of Agricultural Implements arranged in three groups. (1.) A series of about forty models from the Kingdom of Wurtemburg, South Western Germany, which received the Gold Medal at the Paris Exhibition of 1855. (2). A similar series of about twenty Agricultural Models, from Austria, North Eastern Germany; and, (3), a similar smaller series of ten Models from Denmark, and a variety of most interesting Articles of practical value in the Farmers daily life.*

*Most of these Models and other interesting Articles in our Educational Museum, as well as Apparatus and Books, were, in 1881, gratuitously distributed by the Honourable Adam Crooks, the first Ontario Minister of Education, to the University of Toronto, the School of Practical Science. See Appendix printed at the end of Chapter XI of the preceding Volume of this History.) The aggregate gratuitous distribution of Books, Apparatus and other things from the Education Department in 1881, and 1893, 1904, amounted in value to over Thirty-eight Thousand dollars, ($38,000.)

The Local Press contained the following description of the Educational Features of the Exhibition:

Specimens of Maps, Charts, Diagrams, Models and Apparatus for the Public Schools of Upper Canada, from the Educational Depository.

The Agricultural Models which were sent to the Exhibition by the Education Department, were procured at the recent Paris Exhibition by the Chief Superintendent. Those from Würtemburg received the Gold Medal. As a collection they are designed to illustrate, not only the Agricultural Implements now in use, but also the various kinds of Ploughs and other farming utensils which have been used in these Countries,—in fact to exhibit, by a series of Models, a comparative view of the progress of Agricultural Science and enterprise in the Continent of Europe and especially in those.

Countries, from which they were obtained. The practical utility of such a comparison can well be understood by those who make the subject of Agriculture and of Agricultural progress in Canada their constant study and aim. In this spirit, as well as from a feeling of curiosity in the general public, these Agricultural Models attracted a good deal of attention at the Kingston Exhibition; and the importance of having accessible to our Agricultural population so complete and varied a collection of Models of Agricultural Implements in use in the great farming Countries of Europe, was very generally felt and expressed at the Exhibition.

2. The articles from the proposed Educational Museum included, among other things already named, a beautifully coloured series of French Maps in relief, of all the Countries in the World. That which attracted most attention was a large Plan of the City and Harbour, and famous Dock-yard, of Sebastopol. The Plan also exhibited the physical features of the Country for many miles around the City, together with the ports of Balaklava and Kamiesch; the line of Railway, and the Trenches, Parallels and Batteries of the beseigers and beseiged, during the memorable contest. This map was an object of great interest to the Soldiers in the Garrison,—many of whom gave evidence, both from their appearance and from the Crimean Medal on their breasts, that the scene was well known to them.

3. A large Map, exhibiting in bold relief the physical features of France, divided into Departments; also, Maps of the Crimea itself, the Ottoman Empire, and other places of special interest at present, were also included in the Collection,—together with a series of large Glass Models, illustrative of the Science of Crystalization; Models of Human Hands and Feet in plaster, for drawing; samples of improved School Furniture.*

4. The Collection of Specimens from the Educational Depository comprised series of Mechanical, Astronomical, Physical and Anatomical diagrams; the National and Johnston's series of large coloured Geographical Maps, Maps of Canada, Models of Steam Engines, and a great variety of Philosophical and School Apparatus; Prints and Diagrams for use in the Public Schools. It also included specimens of the Meteorological Instruments recently imported from London by the Department, for use in the Senior County Grammar Schools in Upper Canada.

5. The entire contribution from the Department of Public Instruction was placed in the "Educational Court," or North Transept of the Exhibition Building. From each side of a staging in the centre of the Transept were hung the Maps, Charts, Diagrams, and Lesson Sheets; and on the shelves at each side of the platform were placed the Meteorological Instruments, the Models of Steam Engines and Agricultural Implements, and the Philosophical and School Apparatus, School Furniture, etcetera. At the end of the transept facing the centre fountain, and suspended from the ceiling by evergreens were the words, "EDUCATIONAL DEPARTMENT, UPPER CANADA," in large letters. The beautifully executed copy of the Arms of the Department, of a large size, in relief, was placed immediately below; and beneath the Arms were raised Models of Sebastopol, the Crimea, etcetera. On each side of the Transept were placed the mottoes, in large letters, "CHRISTIANITY THE SOUL OF EDUCATION!" and "EDUCATION OF CANADA HER

*All of the Agricultural Models and various other objects of interest, here referred to, were gratuitously given to the University and other Institutions in 1881. See note at the foot of page 34 of this Volume.

GLORY!" The *tout ensemble* of the Court, thus arranged and decorated with flags and shields, was very striking, and contributed much to the general effect of the Exhibition, when standing under the central dome of the Building.

6. The practical utility of such an exhibition of School Apparatus, Maps, etcetera, was felt by every one who witnessed it; and the multitudes who thronged to the Education Court and sought information and explanation of the varied objects which it contained, showed how general was the desire of the public to avail themselves of the facilities provided by the Department to supply the Public Schools of Upper Canada with those indispensable adjuncts to the work of a successful Teacher,—those invaluable instruments of his profession, without which it is impossible, from day to day, to sustain a continued interest on the part of the pupils in the exercises and duties of the School Room.

7. In connection with this feature of the Exhibition the Chief Superintendent, at the special request of the Local Committee of the Exhibition, delivered the following Address on the Importance of Education to an Agricultural People;—its Advantages to the Community, and the importance of making it an element in Common School instruction; by means of the use of visible illustrations and proper apparatus to facilitate its communication. He said:—

1. Man is endowed by his Maker with physical, intellectual and moral powers; he sustains a three-fold relation to the world around him, according to the three-fold class of powers with which he is endowed; he requires a corresponding preparation for the duties of that three-fold relation. That preparation is properly termed Education. It is our apprenticeship for the business of life. The rudiments of that apprenticeship are the same in all departments of life; but it varies in its more advanced stages according to the particular profession or employment which we may pursue, whether of law, or medicine, agriculture, commerce, or mechanics. What is rudimental, or elementary, in Education is essential to the successful pursuit of any one of the several departments of human activity and enterprise. All must learn to read, to write, to calculate, to use their native tongue,—the farmer as well as the lawyer, the mechanic as well as the physician; in addition to which each must learn that which will give him skill in his own peculiar employment.

2. Agriculture constitutes the most extensive, as well as most important, branch of human industry; and the importance of Education to an Agricultural people is the topic on which I am to address you; the topic to which I shall devote the present discourse.

3. But when I speak of Education in reference to Agriculture, I do not mean the same thing as when I speak of it in reference to navigation, or manufactures, or commerce, or to the learned professions. I mean such an Education as the successful pursuit of Agriculture requires—such an Education as the interests of an Agricultural people demand. There is, indeed, a kind of Education, so called, which is often both protracted and expensive, and which is sometimes given to farmers' sons, but which is the reverse of any connexion with Agriculture—which indisposes to it—which alienates from it—which excites contempt for it. But the application of the term Education to such a course of instruction, is a misnomer; it is an abuse of it, as the infliction of such a training is an abuse of the youth who is subjected to it. Yet the disappointment and bitter fruits produced by this false Education—and almost as common as it is false—has created not a little prejudice on the part of many Agriculturists against Education itself, and a wide spread indifference to it. But as well might we object to Government itself, on account of the abuses which have been fostered and practised under its auspices; as well might we be indifferent to Commerce and Agriculture, on account of the frauds and follies which have been committed by cupidity and ignorance in the pursuit of them; as well might we reject Christianity itself, because of the vanities and corruptions, and inhumanities which have borrowed its name. The fact is, that the Education of Agriculturists has formed no part of the policy, or care, of Govern-

ments,—and especially of our own,—down to a very recent period. Ample foundations were provided, and liberal endowments made for classical, theological, medical, and legal Education; Military and Naval, and Commercial Schools, and Schools of Arts, have also been established; but where has any provision been made for the Education of Agriculturists? Though the most numerous class of the population of every civilized country, the Education of Farmers, until within the last few years, has not so much as entered into the councils of Governments, or given birth to a single School adapted to their wants! The reason is found in the history of all the old Governments of the day. The lands of those Governments were originally parcelled out and transmitted from generation to generation, not to the many, but to the few; not to the body of the nation, but to the heroes and favourites of the Sovereign—designated Lords and Nobles. Thus the *proprietors* and *tillers* of the soil became two distinct classes—as much as the Proprietors and Slaves of the Southern States of the neighbouring Republic; and the Education of the latter, so far from having been provided for, was regarded as treason against the former. The Kings and few Nobles had shut out the masses of their fellow-countrymen from all proprietorship in the soil, and they resolved equally to preclude them from all the treasures of mind. The people at large were regarded as mere machines, designed for the use and benefit of others—as dogs and other animals—fit only to fight and labour for their masters. Their value consisted in their bones and muscles; and muscular training, like that of horses and oxen, constituted their Education. They were trained to follow the plough, as were the horse and the ox to draw it; but the philosophy of the process was as unknown to the one as to the other. They were drilled into the use of various implements of husbandry, and different kinds of labour, according as they were driven, or commanded; and so were the cattle employed with them. But, wherefore the selection of different soils for different purposes—wherefore the different processes to which they were subjected—wherefore the rotation of crops and the various modes of cultivating them—wherefore the peculiar construction of the implements and machinery worked by them—wherefore the times and seasons of disposing of the fruits of their own labour to advantage, and how, and when to provide for it—what and wherefore the principles of trade—and how to make the requisite calculations, and keep the needful accounts to effect the advantageous disposal of agricultural productions and ascertain the results—and how the proceeds of these might be applied for the promotion of personal, domestic and social, enjoyment,—all these branches of knowledge were scarcely less within the conceptions of the labouring farmer than within those of the labouring ox. The approbation of his master was the height of his ambition, as it was of the dog which accompanied him; and a coarse supply against hunger and cold was the *beau-ideal* of his domestic comfort and independence. Thus the proprietorship of the soil made a lord; while the cultivation of it constituted a slave; or, as he was legally designated for many ages, "a villein." The profession of arms,—which, in former times, was but another name for rapine, bloodshed and murder,—held the pre-eminence for ages in dignity and power; the profession of the Priesthood subsequently reduced the representative of Mars to a second rank in the State; at length, the profession of Law fairly disputed pre-eminence with that of the priest and the soldier; but the profession of the Farmer, though respected in Egypt, Greece and Rome from the earliest ages, was viewed as a servile employment, appropriate only to serfs and slaves, until since the periods of the American and French Revolutions, and especially in Europe since the NAPOLEON conquests and overthrow. These great and fearful catastrophes have been over-ruled by Providential wisdom and goodness for the promotion of human happiness. The old foundations of feudalism were shaken; and, in some instances, broken up; the lands of a country began to be distributed among the inhabitants of it; rulers began to learn that they must henceforth govern through the understanding and affections of their subjects, rather than by the sword and bayonet, and hence they began to cultivate those understandings and affections; the tillers of the soil began to rise into proprietors, and, as they commanded attention and solicitude by their numbers, they now began to command respect by their position. In Germany and France the Public Systems of Educa-

tion have respect to Agriculture, as well as to the Professions and Trades. Patriotism and the progress of popular principles of government are doing in England what revolutions have prompted on the Continent, and what experience is creating in the United States of America; and the proposition recently introduced into our Legislature to establish an Agricultural School and Model Farm in connexion with the improved Grammar School of each District, is an important step in the same direction.*

4. In Canada, proprietorship in the soil is almost co-extensive with its culture; and every Farmer should embody in his own person the practical knowledge possessed in Europe by the proprietors, their agents, or middlemen, their overseers and labourers—for he performs the offices of all these, though on a limited scale, in his own little domain. In the temperate climate and appropriate seasons, the varied and fertile soil, the undulating, or level, surface, if not in its geographical position, Divine Providence has especially marked out Upper Canada for Agriculture, and has destined the mass of its inhabitants to be "tillers of the ground." We have not the cotton fields of the Southern States, or the vineyards of France, or the foreign inland trade of Germany, or the mineral treasures of England,—though in some of these we are not altogether deficient, and we may yet be found to abound in others;—but we have inexhaustible mines of virtuous wealth in our fields and forests, and the development of that wealth must constitute the leading employment and controlling interest of Upper Canada. The Agriculturists are likely to continue to be, as they now are, the people of Canada. The commercial and manufacturing interests are mere offshoots of the agricultural; extend them as you please, and the wider the better, and they cannot ever employ a twentieth of the population; magnify them as you may, they will be small fractions of the mass, depending both for their character and existence upon the agricultural population. The increasing tens of thousands who are migrating to and growing up in our Country will be chiefly agricultural. Its laws will be given, its commerce and manufactures will be regulated, the character of its government will be determined, and its interests will be decided by an agricultural population. Our Counties will give laws to Towns, and not Towns to Counties; and whether patriotism, or faction, prevail in the councils of the Government, or whether quietness, or commotion, reign throughout the land, will depend upon the Farmers of Canada; and they will be the arbiters, whoever may be the originators, of our Country's destinies.

5. Why then, of all classes in the Country, should the Farmers, as a body, be the least educated? Why should Institutions be endowed for the education of Lawyers, and none for the education of Farmers? Are the former so much more important than the latter? Why should not the Farmer speak and write his mother tongue as correctly as the Lawyer? and why not understand the Government and institutions, and domestic and foreign interests of the Country as well? And why not with equal ability, and intelligence represent and advance its interests? An educated Lawyer, rich in mental treasures, refined in taste, honest in principle, sound in judgment, eloquent in speech, with active faculties and habits, is undoubtedly an ornament, a safeguard, a blessing to any country; but he is so, not because he is a Lawyer, but because he is a man of knowledge, talent and virtue—endowments which if equally possessed by the Farmer, or Mechanic, will make him equally a guardian, an honour, and benefactor of his country. It is the *man* and not the *profession* which constitutes the character. And it is the mind—in the largest sense of the term, including the conscience and the affections, as well as the understanding—which makes the man; and it is the culture of this which makes the difference between savage and civilized nations—between the boor and the scholar, the statesman and the peasant—between BACON, when he was learning his A-B-C's, and BACON after he had made the circle of the sciences—between NEWTON when he was keeping sheep, and NEWTON when he was explaining the laws of the universe—between the least educated farmer in Canada and the Head of the Government. Mind

*This was one of the features of a University Bill introduced into the House of Assembly by Sir John Macdonald in 1847. See page 7 of the Seventh Volume of this Documentary History.

is the gift of God, and to the Farmer, not less than to the philosopher; but the development of mind in the different departments of human knowledge and human industry, is the work of man. And the power of each individual, or of each class of individuals in a community, is in proportion to their intellectual and moral development. It is this which makes the Bar the guides of public opinion and rulers of the land, though constituting less than one per cent. of the population; it is the absence of this which leaves the agriculturists almost without a representative in the administration of civil affairs, though constituting nine-tenths of the entire population. Ought this so to be? Ought not the positive as well as negative power of Farmers in public affairs to be in proportion to their numbers and wealth? This doubtless ought to be; but it cannot be until the education of Farmers generally is equal to that of other classes of the community. And this is the first ground on which I urge the importance of education to an agricultural people, that they may occupy their appropriate position of power and influence in comparison with the other classes of the population.

6. Another ground on which I would urge the education of Farmers is, that they may enjoy the contentment and happiness of which agricultural life is susceptible. To be born, to eat, to drink, to grow up, to toil, to decay and die, is the mere life of animals; and human beings that do and know no more, rise not above the animal tribes. Such ignorance may be bliss, but it is the bliss of brutes, not of intellectual beings. And who wishes any portion of our Country's population to be reduced, or suffered to remain in such a state of degradation? a state dangerous alike to liberty and law, and destructive of rational happiness. To such a state there is a tendency in a rural community, the members of which are sparcely settled, isolated from each other, and wholly occupied in providing for physical wants. Their views, their feelings, their enjoyments are thus liable to become materialized; and, what they shall eat and drink, and wherewithal they shall be clothed, to form the limits of their ambition and pursuits. The aspiring and active minds in such a community, who look beyond this nutshell of materialism, are apt to associate such narrowness of thought and enjoyment with Agriculture itself, to view it with contempt and disgust, and, in order to attain to a position of importance and influence, betake themselves to other fields of enterprise and activity. Thus the agricultural class loses its most promising and gifted members, and sustains a corresponding loss in the scale of social progress and influence.

7. It is not, indeed, to be supposed, nor is it to be desired, that the sons of agriculturists should, in all cases, follow the business of their fathers, as was required by law in regard to all the professions and trades in ancient Egypt, and as is still the case among some nations of Asia. This principle of *caste*, is not compatible with civil freedom, nor with the free scope of individual enterprise, or with the essential conditions of public prosperity. 'In a free state of society where Agriculture has unrestricted and profitable intercourse with all other interests, it is to be expected that peculiar talents, inclinations, and circumstances will prompt many changes from agricultural to commercial, manufacturing and professional life. And it is well that all other pursuits should thus be connected with the farm-house. But such changes should not be dictated by any supposed meanness in the farm-house, as a mere menagerie—or in the Farm, as a place of cattle labour,—but from the same considerations which govern the scions of noble families to pursue arms, or law, or commerce, or agriculture. And this will be the case, provided the farm-house be equally with the house of the merchant, or manufacturer, or lawyer, the abode of intelligence and rational enjoyment, and, therefore, of respectability and honour. And when the farm-house is thus the abode of moral and intellectual wealth, as well as of material plenty, few will be disposed to exchange its virtuous quiet for the chances and turmoil of other pursuits. Let the Farmer's fireside be the place of reading, reflection and conversation, such as appertain to intelligent and improving minds, and where is there a scene more attractive? Where can the bricks and mortar of a city present abodes of safety and enjoyment comparable with the rural residences of a peaceful, a virtuous and intelligent population? The absence of variety of sub-

jects to stimulate curiosity, leaves the mind free to read the Works of the wise and good of all nations and of all times, given, as they are, to the Farmer in his own native tongue—his accustomed solitude and quiet give scope to his own reflections upon this growing knowledge. While his opportunities of conversation in the family and neighbourhood are just frequent enough to make it ever agreeable. Not to dwell upon the pleasures of reading and thought,—how are those pleasures diffused and multiplied by conversation in the family and neighbourhood! The family needs not ingress, or egress, for it, amusement or delight, for it lives, farm-like, within itself, and so much the better, as the youthful race grow up into the enjoyments of their parents. And the neighbourhood is not dull for good society, as some superficial citizens may think; but glows daily with the pleasures of sensible and refined conversations—such as is not often in the saloons of wealth and fashion, but is already in some instances found, and ought every where to abound, in the calm country retreat, in the farm-house and fields, and groves and walks of our rural district? I think there is no secular employment to which one becomes so much attached, and which affords such increased pleasure in its pursuits, as Agriculture, carried on scientifically and to the best advantage. Other employments are chosen and followed with view to their profits, and are usually abandoned as soon as a fortune is amassed; but every step in the progress and improvement of Agriculture adds a fresh charm to its pursuit, while its results present fresh beauties to the eye, and create new sources of physical and intellectual enjoyment. The hand of industry will add ever growing beauties and attractions to the cottager's acre and the landlord's domain. In the chemistry of his soils and manures, in the botany and vegetable physiology of his garden, fields and forests; in the animal physiology of his stock and poultry, in the hydraulics of his streams and rivulets, and the geology and mineralogy of their banks, in the mechanics of his tools, and the natural philosophy of the seasons, and the application of this varied knowledge to the culture of his lands, the care of his flocks, and the improvement of his estate, he finds exhaustless subjects of inquiry, conversation and interest, and all connected with his own possession, associated with his own home, and involved in his own prosperity. Thus, by observation, experiments and labours, each field and forest, each orchard and grove, each garden and walk, each hill and vale, each rock and rill will become endeared by a thousand pleasing recollections and delightful associations, from youth to old age, and thus will the Canadian Farmer's place of abode be his earthly paradise; and no Highlander will sing with more enthusiasm of his native hills and glens than will the educated Farmer of Canada contemplate his native or adopted home. It is well known that General WASHINGTON, after he had succeeded in founding the American Republic, devoted himself to the cultivation of his farm at Mount Vernon. He had attained high military distinction in being the first, as well as last, successful opposer of British power and prowess, and in establishing a new system of Government; but, in his last and ripest years, this remarkable man stated the results of his own experience in the following words:—"The more I am acquainted with agricultural affairs, the more I am pleased with them: insomuch that I can nowhere find so great satisfaction as in those innocent and useful pursuits. In indulging these feelings I am led to reflect how much more delightful to the undebauched mind, is the task of making improvement on the earth, than all the vain glory which can be acquired from ravaging it by the most uninterrupted career of conquest. And I know of no pursuit in which more real and important services can be rendered to any country than by improving its agriculture."

8. But there is another ground on which the importance of education is commended to the most earnest attention of Farmers: It is the advantage which it gives them in pursuing their business in the most economical and profitable manner; it contributes to their gain, as well as to their happiness. It is power created and labour saved. In manufactures and commerce, the application of science is felt to be essential to success in this age of improvement and keen competition. Old modes of manufacture would be ruinous, as would old modes of travelling and trans-shipment. The cotton gin, by employing a new mode of separating the seed from the material which adheres to it,

has added one-third to the value of all the cotton-growing lands of America and other countries; the spinning-jenny and power-loom have reduced the expense on all wearing apparel two-thirds, so that the people of this age can clothe themselves for one-third the expense incurred by their forefathers; the invention and improved application of machinery have reduced the average prices of Sheffield hardware and cutlery more than sixty per cent. since 1818; steam has superseded animal power, and even the winds of heaven, have brought distant continents into convenient neighbourhood with each other; men travel by steam, print newspapers and books by steam, and talk by lightning. And the employment of these and innumerable other inventions and improvements is absolutely essential to the least success in both commerce and manufactures. And are the Agriculturists of Canada alone to remain where they were half a century ago? Have chemistry and mechanics done so much for manufactures and commerce, and have they done nothing for Agriculture? And are several other branches of natural science to bring so much gain to the trader, and contribute nothing to the profits of the Farmer? It remains for farmers to say whether it shall be so or not. An agricultural education will be as advantageous to the Farmer as a professional one to the Lawyer, or a commercial and mechanical one to the trader, or Engineer. Take two or three examples, out of a multitude which might be adduced, did time permit.

9. First, in reference to the *soil*, on the productiveness of which depends the Farmer's interests and hopes, and as to the application of *chemistry* to its cultivation and improvement. Let Sir HUMPHREY DAVY speak on this point:—

"It is scarcely possible to enter upon any investigation in Agriculture without finding it connected, more or less, with doctrines, or elucidations, derived from chemistry.

"If land be unproductive, and a system of ameliorating it is to be attempted, the sure method of obtaining the object is by determining the cause of its sterility, which must necessarily depend upon some defect in the constitution of the soil, which may be easily discovered by chemical analysis. Some lands of good apparent texture are yet sterile in a high degree; and common observation and common practice afford no means of ascertaining the cause, or of removing the effect. The application of chemical tests in such cases is obvious; for the soil must contain some noxious principle which may be easily discovered, and probably easily destroyed.

"Are any of the salts of iron present? They may be decomposed by lime. Is there an excess of silicious sand? The system of improvement must depend on the application of clay and calcareous matter. Is there a defect of calcareous matter? The remedy is obvious. [The application of vegetable matter.] Is an excess of vegetable matter indicated? It may be removed by liming and burning. Is there a deficiency of vegetable matter? It is to be supplied by manure.

"A question concerning the different kinds of limestone to be employed in cultivation often occurs. To determine this fully in the common way of experience, would demand a considerable time, perhaps some years, and trials which might be injurious to crops; but by the simple chemical tests the nature of a limestone is discovered in a few minutes; and the fitness of its application, whether as a manure for different soils or as a cement, determined."*

10. Respecting the errors arising from an ingnorance of the mode in which lime operates in fertilizing land, and from not knowing why its application would be as injurious in one case as it would be beneficial in another, Mr. FALKNER, an eminent English Agriculturist, remarks, that "the application of this manure is most suitable when soils contain a great quantity of rough vegetable matter, which quick lime breaks down, or decomposes, and thus renders a portion of it soluble in water. Though this operation is understood by some, they are not aware, that, in this case, a portion is taken up by the lime, from which it cannot afterwards escape, and is therefore lost to the use of vegetation as soluble matter or manure. This is, however, an unavoidable condition

* Davy's Agricultural Chemistry.

of the benefit afforded by lime under such circumstances. But the ignorance of this operation leads often to a great misapplication. The author has often seen Farmers mix quick lime with dung, or half decomposed manure, and even put it upon land recently folded with sheep, which is obviously improper, as the lime in this case unites with a portion of the soluble manure and destroys it."*

11. The distinguished Author of the work on British Husbandry has observed, in regard to the application of manures from the farm-yard to different kinds of soil, "that warm and cold soils require manures of a contrary nature. An advanced stage of their fermentation is in some cases less favourable to vegetation than in others; and in the instance of potatoes, it is well known that horse stable dung is employed with more effect alone, than when mixed. It may, therefore, be advisable that horse litter, in particular, should be separately kept in the yards, not merely for the purpose just mentioned, but that, as being of a hotter nature than any common dung, it may be mixed with that of other cattle in such proportions as may be thought best adapted to the purposes for which the compost is required."

12. On this subject, Sir HUMPHREY DAVY has remarked,—"There has been no question on which more difference of opinion has existed, than the state in which manure ought to be ploughed into the land; whether recent, or when it has gone through the process of fermentation; but whoever will refer to the simplest principles of chemistry cannot entertain a doubt on the subject. As soon as dung begins to decompose, it throws off its volatile parts, which are the most valuable and the most efficient. Dung which has fermented, so as to become a mere soft cohesive mass, has generally lost from one-third to one-half of its most useful constituent elements; and that it may exert its full action upon the plant, and lose none of its nutritive powers, it should evidently be applied much sooner, and long before decomposition has arrived at its ultimate results."†

13. These remarks and authorities, which I have introduced in reference to soils and one or two kinds of manures—illustrative of the necessity and great advantage of some knowledge of chemistry in the most profitable culture and judicious application of each—might be indefinitely extended to the various modes of culture, and various kinds and applications of manures, to the elements and offices of both air and water, of light and heat, and the importance of a knowledge of them to the Farmer; but these must suffice on this point.

14. If we turn from the soil to the seed, the plants, the trees, and the fruits, and from thence to the flocks and herds, which altogether constitute the Farmer's productive wealth and his constant care, we can scarcely conceive of any knowledge more useful, as well as interesting to him, than that of the vegetable physiology of the former and the animal physiology of the latter, together with the best modes of cultivating the one and rearing the other. How great is both the advantage and enjoyment of the instructed over the uninstructed man in these departments of Agriculture? It is as great as the advantage of the educated Anatomist and Physician over the uneducated quack—as great as that of the Mariner skilled in the science of navigation over the sailor who knows nothing beyond the ropes and helm of the ship—as great as that of the scientific mechanic over the journeyman who knows nothing of the principles of mechanics, and whose kowledge extends not beyond making smooth boards, joints and mortices, as directed by another. Farmers can never cultivate their gardens, plant and improve their orchards, till their fields, adorn their premises, and rear their flocks to advantage, without knowing the why and wherefore of each step of their procedure, any more than can the Mathematician, in demonstrating a theorem, or the Statesman in governing a kingdom. The pecuniary loss sustained by an ignorant Farmer is not easily estimated, and is only equalled by his loss of pleasure and satisfaction, arising from an acquaint-

*British Husbandry. †Davy's Agricultural Chemistry.

ance with the constitution and laws of those parts of the Creator's works with which he has to do; and the elementary knowledge preparatory to which should form a part of our system of agricultural education.

15. But the Farmer has also to do with implements and machinery of different kinds, and with various application of animal and mechanical power in the prosecution of his work. The Honourable J. BUEL, late President of the Agricultural Society of the State of New-York, in an excellent work, called the *Farmers' Instructor*, remarks, on this point, that "many of our farm implements have undergone improvement; yet there are others which have been either partially introduced, or are hardly known, that are calculated to abridge labour and to increase the profits of a farm. There exists a great disparity in the quality of implements. In ploughs, for instance, there is a difference which eludes superficial observation, particularly in regard to the force required to propel them, that is worth regarding. I have seen this difference in what have been termed good ploughs, amounting to nearly fifty per cent., or one-half. The perfection of our implements is intimately connected with a correct application of mechanical science, a branch of knowledge hitherto too little cultivated among us."* It is also to be observed, that equal loss is frequently sustained by an erroneous aplication of power to machinery. In order that power of any sort may be turned to the best account we must be acquainted with the principles upon which its application depends. I have seen not far from one-half of the strength of a team wasted by the mode of harnessing and attaching to carriages, carts, timber and agricultural implements. A little knowledge of the elements of mechanics—such as should be taught in every good Common School—will save the Farmer from much loss, and secure to him much gain, both in the construction of agricultural implements and the application of power in the use of them.

16. Nor will it be less advantageous and interesting to the Farmer to possess (as he might do in a short time) such a knowledge of mensuration as to be able to measure his fields; and so much skill in Linear drawing as to be able to present to the eye his erections, his implements, the interesting animals and objects on his farm, or which might fall under his observation; and such a knowledge of accounts as will enable him to transact his business in trade with ease and correctness, and ascertain, in order and separately, the expenditure and profits connected with the cultivation of each field, each kind of vegetables, and grain and stock, and by thus balancing the profit and loss of each, to ascertain not only the gross results, but the results in detail, and to modify his plans and labours accordingly. Such a mode of procedure is not only interesting as a recreation and matter of curiosity, and as furnishing many pleasing topics of conversation, but is useful as a habit, and highly important as a remedy against losses and a means of economical and profitable labour. It is thus that the skilful dealer, by keeping an accurate account of the profit and loss of each leading article of his trade, knows how to vary his selections from time to time, so as to secure the earliest and largest returns for the least expenditure of time and money. Nor should the Farmer be less prudent and skilful than the Trader.

17. Now, the elementary knowledge involved in such an education extends not beyond our mother tongue and may be taught in our Common Schools, within the period during which Farmers' sons are usually sent to them, and can easily be accomplished by the use of improved School Books, improved methods of teaching and a corresponding improvement in school Teachers; which it is the great object of our Provincial Normal School to effect. And then the development and practical application of that knowledge will be indefinitely promoted by suitable circulating libraries in connection with Common Schools. I trust in less than a twelve-month the Board of Education will feel itself warranted in selecting books for such libraries and ascertaining and providing the cheapest methods of procuring and rendering them accessible to all parts of the country;† so that every farmer and his family can have access to a hundred volumes

*Volume ii. page 10.

†This was done soon after this Lecture was delivered.

of appropriate and entertaining books per annum for less than as many pence. But the preparatory instruction of the School is requisite to invest the perusal and study of even Agricultural Books with the interest and benefit they are calculated to impart.

18. I, then, earnestly and affectionately put it to the Farmer, whether the attainment of the practical, and appropriate, and, I may add, accessible, education above indicated, is not essential to the maintenance of their position in society, to the enjoyment of the domestic satisfaction and social happiness for which their situation and pursuits are so favourable, and for the success of their labours and the advancement of their best interests? Permit me to say that I speak as a native of Canada—as the son of a Canadian Farmer, and as having devoted some of my early years to Agricultural pursuits—and as most fervently desirous of conferring upon the rising and coming generations of Canada advantges which the Country at large could not afford to Agricultural youth in my own school-boy days. It becomes us, the grown up generation of Canadian Farmers and inhabitants to avail ourselves of all the facilities of instruction, improvement and rational enjoyment within our reach; and it becomes us especially to leave to those who are growing up around us, and those who shall succeed us, the legacy—the priceless legacy—of institutions and means of education suitable to the wants, competition and progress of their age and country.

19. I cannot conclude this part of the subject without making two additional remarks. The first is, that what I have said respecting the education of Farmers and Farmers' sons, is equally applicable and equally important in reference to the education of Farmers' wives and Farmers' daughters—those lights and charms of the domestic circle—without whose co-operation and intelligence, industry and virtue, the Farmer's labours would be in vain; his home would be homeless and his life a scene of hopeless perplexity and toil. The variation between the education of Farmers' sons and daughters are confined to a few particulars—the leading features and the solid branches are the same; and the botany of the garden and fields, and the chemistry of the kitchen and dairy, the natural history of the pastured inhabitants of the Farm, together with the whole circle of domestic accounts, appertain peculiarly to the matron and daughters of the farm-house, besides the other ordinary and general knowledge which adorns and elevates the sex; in which I may mention what I hope to see taught to the sons and daughters of our entire population—vocal music—an art and accomplishment which often converts the domestic fireside into a paradise, refines and promotes social feelings and enjoyments, and blesses the Churches of the land. But let it not be imagined that I would wish to see Farmers' wives and daughters lay aside country plainness and simplicity of manners and attempt the silly foppery of city fashions and vanities. I have found in more than one instance that a city or village belle is as superficial and ignorant as she is fine and vain, while a well educated Farmer's daughter is as intelligent and well informed as she is plain and modest. On this point I can both adopt and endorse the following words of an intelligent American: "How important, especially—not a literary, not a learned, not a ladylike, (those are not the words,)—but a considerate, a reflecting, a studious, a cultivated, a refined and sensible mother; a mother capable of winning and keeping the confidence of her children; of securing honour from both sons and daughters as they rise to manhood and womanhood. Such a mother have I seen not unfrequently in the farm-house, herself bred in the farm-house; the help-meet of a father not a stranger to out door toils and cares, yet the fit companion of a cultivated woman —her fit associate in training intellect and taste and religion in children, thriving like olive-plants round about their table. Delightful instances occur to my mind where the working father and mother have been surrounded with sons and daughters, versed not only in all common education, but in the histories and classics of their native tongue; where, not distant from the plough and the spinning wheel, the most liberal studies have been pursued, and the most refined conversation enjoyed; scenes which intercourse with other countries and many cities, and with the refined and intelligent of the highest classes, has not cast into the shade."*

*American Institute of Instruction, Volume v. page 53.

20. My second and last remark is, that the Education to which I have had reference in the foregoing observations, and which I believe to be essential to the well being of an agricultural population, is *Christian*—using the term in the sense of the Scriptures, from which it is derived, as embracing what Christians of every form of worship hold in common, without reference to the peculiarities of any. I do not regard any instruction, discipline or attainments as Education which does not include Christianity. High intellectual and physical accomplishments may be associated with deep and moral degredation and public debasement. This was the case with Athens in the times of PERICLES and DEMOSTHENES; it was so with Rome in the Augustan age; it was so with France during the Directory and Republic. It is the cultivation and exercise of man's moral powers and feelings which forms the basis of social order and the vital fluid of social happiness; and the cultivation of these is the province of Christianity. The extent and application of this principle in our Schools I have explained at large in my *Report on a System of Public Elementary Instruction for Upper Canada;** and I will conclude what I have now to say in the expressive words of the President of Amherst College, in the United States: "A more Utopian dream never visited the brain of a sensible man, than that which promises to usher in a new golden age by the diffusion and thoroughness of what is commonly understood by Popular Education. With all its funds, and improved School-houses, and able Teachers, and grammars, and maps, and blackboards, such an education is essentially defective. Without moral principle at bottom, to guide and control its energies, education is a sharp sword in the hands of a practised and reckless fencer. I have no hesitation in saying that, if we could have but one moral and religious culture, it is even more important than a knowledge of letters; and that of the former cannot be excluded from any system of popular education without infinite hazard. Happily the two, so far from being hostile powers in a common domain, that they are natural allies, moving on harmoniously in the same right line, and mutually strengthening each other. The more virtue you can infuse into the hearts of your pupils, the better they will improve their time, and the more rapid will be their proficiency in their common studies. The most successful Teachers have found the half hour devoted to moral and Religious Instruction, more profitable to the scholar than any other half hour in the day; and there are no Teachers who govern their Schools with so much ease as this class. Though punishment is sometimes necessary, where moral influence has done its utmost, the conscience is, in all ordinary cases, an infinitely better dissiplinarian than the rod. When you can get a School to obey and study because it is right, and from a conviction of accountability to God, you have gained a victory which is worth more than all the penal statutes in the world; but you can never gain such a victory without laying great stress upon Religious principle in your daily instructions."‡

*See pages 140-2 of the Sixth Volume of this Documentary History.
†Lecture before the American Institute for Instruction at Boston, 1843.

CHAPTER V.

REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR THE YEAR 1856.

To His Excellency Sir Edmund Walker Head, Baronet, Governor General of Canada.

May it please Your Excellency,

In presenting my Report of the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1856, it is my grateful duty, as it has been each preceding year, to state that the School Returns from the several Counties, Townships, Cities, Towns, and Villages, exhibit a still unprecedented progress in every branch of the School System,—illustrating, as it does, the growing conviction and interest of the people at large, as to the education of their Children, and their appreciation of the powers with which they are invested for that purpose, since the School System recognizes no power in the Legislature to levy a sixpence Tax upon the people for school purposes, nor any power in the Government to erect, or furnish, a single School House, or employ a single Teacher, but a simple power in the freeholders and householders of each Municipality and School division to provide for the school education of their Children, in their own way, and to any extent they please, aided by the counsels and facilities, and co-operation which it is within the means and province of Government to afford, without attempting to supersede local management, but only seek to develop and encourage local exertion. The Schools are emphatically "the Schools of the People," in their establishment and support, as well as in their objects; and whatever progress is made in the Schools redounds both to the honour and advantage of the people in their several School divisions and Municipalities.

I. Table A.—Common School Moneys. The Legislative School Grant is apportioned to each Municipality, upon the condition that such Municipality shall provide an equal sum by assessment for the payment of Teachers. The Legislative Grant apportioned to Municipalities for 1856, amounted to $29,869; the amount provided by the local municipal assessment was $54,526, $24,657 more than the sum required by law, and an increase of $9,402 over the amount of the local Municipal Assessment of the preceding year, for the payment of Teachers and other educational expenses.

The amount of School Trustees' assessment for the same purpose was $135,354, being an increase over that of the preceding year of $25,643.

The amount of Rate-bills collected was $34,966, being an increase of $4,159 over that of the preceding year.

The amount paid for Maps and Apparatus, was $2,440, being an increase of $375.

The amount expended for School Sites and the erection of School Houses was $42,807, being an increase of $8,534.

The amount expended for repairs and rents of School Houses, was $10,196, being an increase of $4,275.

The amount expended for Fuel, Stationery and other Contingencies, was $19,162, being an increase of $6,628.

The amount paid to Teachers was $194,920, being an increase of $24,893.

The total amount of expenditure for all Common School Purposes, for the year 1856, was $269,527; to this may be added the salaries of Local School Superintendents, $5,060,—making the total $274,587, for one branch of the System of Public Education in Upper Canada, being an increase over the preceding year of $44,708.

When it is considered that these are the voluntary doings of the people themselves in their several Municipalities they are facts of great significance in the educational and social progress of the Country, and point to a future grateful to the feelings of the noblest patriotism.

2. *Table B.—Pupils attending the Common Schools.* The returns of the School population between the ages of five and sixteen years are too defective to be given; and the number of Children not reported as attending any School, and the percentage of the population reported in each Municipality as not being able to read, are professedly only estimates by the Local School Superintendents and Trustees, rather than exact returns. In this Table several new statistics will be found, which have not appeared in any previous Report, showing that number of Pupils that have attended Schools less than twenty days in the year, between 20 and 50 days, between 50 and 100 days, between 100 and 150 days, between 150 and 200 days, between 200 days and 250 days. The returns of another year are requisite in order to ascertain the comparative attendance of Pupils under these several heads.

The number of Boys attending the Schools was 137,420, being an increase of 11,742. The number of Girls attending the Schools was 113,725, being an increase of 11,539.

The total number of Pupils attending the Common Schools was 251,145, being an increase of 23,281.

The Table also shows, in the classification of pupils, a very gratifying increase in the higher subjects of Common School Education.

3. *Table C.—Common School Teachers, Their Religious Faith, and Salaries.* The whole number of Teachers employed during the year was 3,689—increase, 124; Male Teachers, 2,622,—increase, 54; Female Teachers, 1,067—increase, 70. Members of the Church of England, 634,—decrease, 32. Roman Catholics, 414,—increase, 18. Presbyterians, 905,—decrease, 93. Methodists, 1,102,—increase, 145. Baptists, 224,—increase, 41. Congregationalists, 92,—increase, 35. There were also other teachers employed belonging to minor Religious Persuasions.

It will be seen that the salaries of Female Teachers vary from $50 to $125; that the salaries of Male Teachers vary from $60 to $350.

4. *Table D.—Schools, School Houses, Visits, Lectures, Time of Keeping Open the Schools.* The Returns in this Table in regard to School Houses, are so imperfect, and involve so many inconsistencies, when compared with those of the preceding year, as to render them of little value. According to the Returns received, there is a decrease in the number of Frame School Houses of 178, and in the number of Log School Houses of 128; while there is an increase of 118 in the number of Brick School Houses, and an increase of 128 in the number of Stone School Houses, I think there must be mistakes in the returns of the past, or of the preceding year, or of both. I cannot imagine so great a change in the character of the School Houses in any one year. But after making every allowance for errors in the Returns, it is evident that there is a rapid and very gratifying improvement going on in the character of School Houses and their Furniture, as well as in the character of the Schools themselves.

The number of Visits to the Schools reported is as follows:—By Local Superintendents, 7,544,—increase, 628; by Clergymen, 3,417,—increase, 82; Municipal Councillors, 1,838,—increase, 442; by Magistrates, 1,496,—increase, 97; by Judges and Members of Parliament, 352,—decrease 13; by Trustees, 16,270,—increase, 371; by other persons, 13,189,—increase 1,795. Total School Visits 44,106.—increase, 3,402. The only class of paid Officers among all of these School Visitors are the Local Superintendents. This large and increasing number of gratuitous Visits by the most intelligent classes of the Community evinces their growing interest in the Public Schools.

The number of Lectures delivered by Local Superintendents reported is 1,995,—decrease, 87; not two-thirds as many Lectures as there are Schools. Lectures by other persons, 428,—increase, 168. But the Local Superintendents give many instructions and counsels, in their visits to School Sections, which they do not return as Lectures, though they are, perhaps, to some extent, substitutes for them.

The number of School Sections reported is 3,634,—increase, 109; the number of Schools reported is 3,472,—increase, 147; number of Schools closed, or not reported, 162,—decrease, 38; number of Free Schools, 1,263,—increase, 52; number of Schools partly free, 1,567,—decrease, 98; number of Schools with a Rate-bill of 1s. 3d. per month, (the highest Rate-bill allowed by law in the Common Schools,) 1,149,—decrease, 4; number of Schools with a less Rate-bill than 1s. 3d. per month, 543,—decrease, 1. These Returns illustrate the discretionary power of the inhabitants to support their Schools as they please, while they show the gradual and steady progress of Free Schools.

The time during which the Schools have been kept open in Cities, Towns, and Villages embraces, with scarcely an exception, the whole period required by law; and the average time of keeping open the Schools, in both Townships, Cities, Towns and Villages, was ten months and two days, an increase of twelve days on the preceding year, and about two months longer than the Schools are kept open in any State of America.

5. *Table E.—Religious Exercises, Text Books and Apparatus used in the Common Schools.* The number of Schools reported as opening and closing the Daily Exercises with Prayer is 1,001,—decrease, 2; in which the Holy Scriptures are read, 1,854,—decrease, 109.

The National Readers are reported to be used in 3,054 Schools, and the National Arithmetics in 3,000 Schools; the other Text Books recommended by the Council of Public Instruction are used to an equal extent, so that the Text Books authorised and printed in the Country may be considered as all but universally used in the Schools. Although it is the Master, and not the Text Book, that makes the School, yet Educationists in all Countries regard the use of a uniform series of good Text Books as essential to the best interests of Schools, and to the completeness of a System of Public Instruction. That object, so nearly attained in Upper Canada, has not been accomplished in any of the neighbouring States, beyond the Cities and Towns.

6. *Table F.—Maps, Globes, and School Apparatus.* The number of Schools provided with Tablet Lessons is 697; with Globes, etcetera, 415; with Blackboards, 2,480; with Maps, 1,924,—a gratifying increase under each of these heads.

The number of Maps, etcetera, furnished by the Depository of this Department during the year is as follows:—Maps of the World, 136; of Europe, 266; of Asia, 201; of Africa, 185; of America, 222; of Canada, 277; of British Isles, 196; of Hemispheres, 267; of Classical Maps, 78; other Maps, 192; of Globes, 103; of complete sets of Holbrook's School Apparatus, 14; of parts of the same, 146; of sundry Philosophical Apparatus, 141; of Natural History Objects Lessons, 5,046; of Scripture History Lessons, 1,480; of other Objects Lessons, 316; of Tablet Lessons and Prints, 6,458; of various other Articles for Schools, 959.

The whole number of Maps sent out in 1855 was 1,304; the whole number sent out in 1856 was 2,020—increase, 716. The number of Globes sent out in 1855 was 48; in 1856, 103—increase, 55. There is a corresponding increase under each of the other heads, and there has been a greatly increased demand for these Articles since the commencement of the current year.

7. *Tables G, H, I.—Grammar Schools.* The whole number of Grammar Schools in operation in 1856 was 61, of which twenty-six were Senior County Grammar Schools, each receiving a special Grant, independent of the apportionment out of the Fund arising from the sales of Grammar School Lands. The amount apportioned from this Fund to Grammar Schools was $6,661,—increase, $111. The amount derived from Fees, $4,990,—decrease, $131. The amount granted by Municipalities, $3,447,—in-

crease, $1,817, chiefly for Buildings. The total amount for Salaries of Masters and Teachers, $11,914,—increase, $350. The amount expended for Maps and Apparatus, $201,—increase, $139. The amount expended for Books and Contingencies, $1,562,—increase, 1,081. Total receipts for Grammar Schools purposes, $19,248,—increase $3,761.

From the necessary process of relieving the Grammar Schools of Elementary Common School pupils, by requiring an Entrance Examination, in order to admission, the aggregate number of pupils in the Grammar Schools has been reduced from 3,726 to 3,386; while there is only a nominal increase in the number of pupils studying Latin and Greek. The number of Pupils in Latin was 1,051, increase 12. The number of pupils in Greek was 257, increase 22. The number of pupils in French was 462, increase 97. There is, therefore, a little more than one-third of the pupils in the Grammar Schools studying Latin;—a little more than one-twelfth studying Greek, and a little more than one-seventh studying French. From the Statistical Tables, there appears to be a respectable increase in the number of pupils in the other, and some of the higher, subjects taught in the Grammar Schools. The average number of pupils per School, was, in Latin, 17; in Greek, 4; in French, 7. But from the Statistical Tables, it appears that some of the Grammar Schools have no pupils in Greek, and less than half a dozen in Latin. There is a manifest improvement in several of the Grammar Schools; the provisions of the Law and the Regulations to reduce them to a system, and to classify the studies in them, etcetera; to secure properly qualified Masters, have operated beneficially. But, considered as a whole, the Grammar Schools, with a few honourable exceptions, are in an unsatisfactory state, more so than any other class of Institutions in the Country. The powers and resources of Trustees are wholly insufficient to enable them to provide proper School Houses, or furnish them, or secure competent salaries for the Masters. In several instances County, City, or Town, Councils have honourably responded to the applications of the Board of Grammar School Trustees, in providing means for the erection and furnishing of Grammar School Houses, and for making up the salaries of Masters; but, in most instances, these applications have been unsuccessful. County Councils have objected to levy a rate on the County, or to make a Grant from the County funds, in aid of a Grammar School, upon the ground that, if aid were granted to one, it must be granted to each of the Grammar Schools established in the County; they hold that the City, Town, or Village, where a Grammar School is situated, should provide for its support; that the few Country pupils who may attend a Grammar School, contribute to the support of the School, and to the advantage of the City, Town, or Village within the limits of which it is situated, and the whole Country should not, therefore, be taxed on account of the attendance of such Country pupils. On the other hand, the Municipal Council of a City, Town, or Village, objects to levy Rates, or to make Grants in behalf of the Grammar School, because it has no voice in the management of such School, since the County Council appoints the Board of Trustees. It is thus that the Grammar School, so partially and remotely connected with the County in regard to interest, and severed from the City, Town or Village in respect to control, obtains no aid from the Municipal Council of either. It is true, that when the Boards of Grammar and Common Schools unite and form one Board, such United Board possesses the powers of both Boards separately, and can thus provide for the support of both the Grammar and Common Schools. But it is yet problematical, and I think very doubtful, whether the union of Grammar and Common Schools is advantageous to either, and is not, in the majority of instances, really injurious to both. Every one must admit that Grammar Schools and their Boards of Trustees ought not to be placed in a position of inferiority to Common Schools, and their Trustees, as to means of support. If it is proper to have public Grammar Schools at all, as all will admit, it is proper to provide for their efficiency. I believe the Boards of Trustees, with scarcely an exception, have employed all the means in their power to render the Grammar Schools entrusted to their charge, as efficient as possible; but they have no power to raise a six-pence for the erection

and furnishing of the School House, or for the payment of their Master, or Masters, except by the Fees of pupils. It is impossible that the Grammar Schools can improve, or flourish, under such circumstances, or that they can otherwise than flag and languish in comparison of Common Schools.

I believe that no considerable improvement can be effected in the Grammar Schools, until they are made the property of the City, Town, and Village Municipalities, within the limits of which they are established, and under their control and the fund apportioned in aid of their support be paid upon the same conditions as that on which apportionment from the Legislative Grant in aid of the Common Schools is made, and that until the Boards of Trustees of Grammar Schools be placed upon the same footing, and invested with the same powers as the Trustees of Common Schools.*

I believe also, that the multiplication of feeble and inefficient Grammar Schools is an evil, rather than a good; that it is much better to have one, or two, first-rate Grammar Schools in a County, than half a dozen poor and sickly ones, such as are wholly inefficient, whether as Grammar, or Common, Schools. It can not be otherwise than a waste of the School Fund, a burden and loss, to establish, or continue, a Grammar School, unless means are provided for its efficient support, and unless there is an average attendance of, at least, ten pupils who are studying the Classical Languages, and the special subjects for the teaching of which Grammar Schools have been established.

For a practical view of the state of these Grammar Schools, and valuable observations respecting them, see the Reports of the Inspectors, the Reverend William Ormiston, M.A., and Mr. T. J. Robertson, M.A., (published on pages 79, 82, 328 and 330 of the preceding Volume of this History).

8. *Table K.—Normal and Model Schools.* These important Institutions continue to fulfil their great mission with unabated efficiency and success; and their influence is felt in every part of the Country, in the construction and furnishing of School Houses, the organization and management of Schools, and the methods of discipline and teaching. The Model Schools,—one for Boys and the other for Girls,—are limited to 210 Puplis each,—are arranged and furnished, with the appendages of Play yards and Sheds, Gymnasia, etcetera, and are taught and conducted in a manner designed as a "Model" for the Common Schools of the Country. In these Schools the Students, or Teachers-in-Training, in the Normal School attend, first as observers, then as Assistant Teachers, a few hours each week,—thus reducing to practice, (by teaching,) the subjects of the Lectures and Exercises in the Normal School.

The original objects of the Normal School are inflexibly adhered to,—to ground the Student-teachers, (as thoroughly and as far as the period of their attendance will admit), in the subjects of Common School instruction, and to practice them in the teaching of these subjects after the best methods, so that they can organize and conduct their Schools in the manner best adapted to secure the ends of School discipline, to form and develope the minds and characters of the Pupils. These objects are, of course, not equally attained in all cases; but the ages and qualification requisite for the admission of Student-teachers to the Normal School are such as to qualify them to teach Common Schools; the great majority of those attending the Normal School have been Teachers, (and some of them licensed as Teachers of the First Class by County Boards,) before coming to the Normal School, and the number in attendance at the present time is larger than it has ever been since the establishment of the School in 1847.

The increased demand for Teachers trained in the Normal School,—so much beyond the number of Teachers trained there, the increased salaries offered to them, and the testimonies of local School Reports, attest the importance of the Institution, and the

* Subsequent legislation has been quite in the direction of the suggestions here made by the Chief Superintendent of Education.

value which experience places upon the services of those trained in it. There is no longer a doubt expressed, if entertained, in any quarter, that a Teacher, who has studied the Science and Art of Teaching and governing Children has a great advantage over one who undertakes that important and difficult work without having learned how to do it. There is, undoubtedly, many an excellent self-made Teacher, as there is many excellent self-made Scholars; yet, it is plain, that good Teachers cannot be produced and multiplied without a training School and College for Teachers, any more than good Scholars can be produced and multiplied without ordinary Schools and Colleges; that, if a Lawyer, or Physician, a Carpenter, or Mason, must serve an apprenticeship of study and practice before pursuing his Profession, or Trade, so should a Teacher serve an apprenticeship of study and practice before undertaking a work the most difficult and important to perform efficiently, as well as the most honourable in itself, of any work involved in the development of mind and the progress of society.

These remarks apply with as much force to the teaching of Grammar Schools as to that of Common Schools. The inefficiency of a large number of the Grammar Schools arises, it is believed in most cases, not so much from the want of scholarships in the ordinary sense of the term, as from the want of a thorough Normal School training—in all of the subjects of Grammar School instruction, and the best methods of teaching them. The contemplated Model Grammar School, (the Building for which is now quite advanced,) will fulfil the functions of a Normal School for the Grammar Schools, while it will serve as a "model" for their organization and management; thus sustaining the same relations, and rendering the same services to the Grammar Schools as are now sustained and rendered to the Common Schools by the present Provincial Normal and Model Schools.

The only objection yet made to the training of Teachers, as far as I know, is that many of them do not pursue that profession, but leave it for other employments. Were this true to the full extent imagined, the conclusion would still be in favour of the Normal School, since its advantages are not confined to Schools, or neighbourhoods, in which its Teachers are employed, but are extended over other neighbourhoods and municipalities. No one can read the extracts from the Reports of Local School Superintendents, given in the Appendix to this Report,* without being convinced, that the influence of the Normal School is felt throughout the whole Country, by the example and success of the Teachers whom it has sent forth, stimulating other Teachers to improvement and exertion, and elevating the general standard of School Organization and Teaching. Several persons who have attended the Normal School for a longer, or shorter, period have died; a number, by their diligence and economy, have qualified themselves for the Christian Ministry, or for the professions of Law, Medicine, and Surveying. Eight, (after having taught some time,) have lately entered the University, six of them obtaining Scholarships on subjects in which they had had the advantage of training and exercises in the Normal and Model Schools; and are thus qualifying themselves for the higher departments of public instruction. A considerable number have established, or are engaged in, private schools; a number also are employed as Teachers in the Grammar Schools; one as Professor, and three as Teachers in the Normal and Model Schools of Lower Canada, besides one, or more, in Victoria College and the Belleville Seminary, etcetera. It is not understood that the young Women, trained in the Normal School, are under obligation to teach after marriage. Some of them have been employed as Governesses; and a large number are teaching in the best Common Schools in nearly all of the principal Cities, Towns, and Villages of Upper Canada, and in many of the best country Schools. Although it may be presumed that many of them have married, yet large numbers of them are thus employed in teaching, and some are known to continue teaching after marriage. After making all these deductions, and accounting for the employment of Teachers trained

*These extracts are not printed herewith, as they are too voluminous, but they may be seen in the Appendix to the Journals of the House of Assembly for 1857.

in the Normal School in teaching other than Common Schools, the very imperfect returns report 430 Normal School Teachers as employed in the Common Schools of Upper Canada at the present time, teaching about one-eighth of the Common Schools of Upper Canada, and exerting a salutary influence over the character and teaching of a large proportion of the other seven-eighths.

On this point it may be further remarked:

1st. That no Candidate is admitted into the Normal School, except upon the declaration, that he will devote himself, or herself, to teaching, and that the object of his, or her, attending the Normal School is to qualify himself, or herself, better for the profession of teaching; accompanied by a Certificate of Character, signed by a Clergyman of the Church to which he, or she, belongs. This is the same condition required for admission into a Normal School of the State of New York and of the Eastern States, where the change of employment and profession, and removals from one State to another are much more frequent than in Canada.

2nd. That no Student-teacher receives the small pecuniary aid of five shillings per week towards the payment of board, before the end of the Session; nor then unless by good conduct, and on examination in writing, (extending over several days,) on all the subjects of Normal and Model School instructions and exercises, he, or she, is adjudged entitled to at least a Second Class Certificate of Qualification.

3rd. That the period of instruction in the Normal School only extends over two Sessions of five months each,—ten months in all; and that the Lectures, Teaching, and Exercises in the Normal School, and the practice in the Model Schools are not those of an ordinary School, or College, but form a system of practical training for the work of teaching, and, therefore, present comparatively little inducement for the attendance of any who do not intend to devote themselves to the work of teaching.

4th. That of the 165 Candidates, (91 Males and 74 Females,) who have been admitted to the Normal School during the current Session, 91 of them, (66 Males and 25 Females,) have already been Teachers of Common Schools, thereby furnishing the strongest practical proof that their object in attending the Normal School, for a few months, is to become better qualified for the work of teaching.

In all professions and pursuits there are changes from one to another. I do not think it is just, or wise, or expedient, to deny to the Normal School Teacher, (because of his, or her, attendance at the Normal School a few months,) this liberty, or discretion, if opportunity presents itself to improve his, or her, position, or increase his, or her, usefulness,—motives for which, however, are daily becoming feebler, as the salary and position of the Teachers are improving, while greater difficulties, if not less gains, attend the entrance and pursuits of other professions and employments. In whatever position, or relation, of life a Normal School Teacher may be placed, his, or her, training at the Normal School cannot fail to contribute to their usefulness. In Prussia, no Candidate is admitted into the Christian Ministry without a Certificate of his having attended a six months course of Lectures and exercises on "Pedagogy," or School-teaching.

In whatever light, therefore, the Normal and Model Schools are viewed, and the more carefully their character and operations are examined, the more important will they appear as one of the vital parts of a System of Public Instruction, as providing not only the most important Schools of the several Counties with efficient Teachers, but as exerting a powerful influence upon the teaching and character of most of the Public and Private Schools throughout the Country, as well as in contributing to the general education of so much of the population of the Province as attend these Schools.

9. *Table M.—Free Public Libraries.* In previous Reports, I have explained the origin and nature of our System of Public School Libraries. During the year 1856, 13,701 Volumes of Books were supplied from the Depository of this Department; but, from the 1st of January to the 1st of July of the current year, 24,765 Volumes have

been called for,—nearly twice as many as were applied for during the whole of 1856. This large increase, during the last six months, is chiefly owing to some discussion which took place at the beginning of 1857, relative to the Public Libraries, and the application, by Municipalities, of portions of the Clergy Reserve, (or Municipalities,) Fund to the purchase of Libraries. The whole number of Volumes sent out from the Depository of this Department, during the three years the Library System has been in operation, is 155,736. The subjects of these Volumes are as follows: History, 26,935 Volumes; Zoölogy, 11,313; Botany, 2,033; Natural Phenomena, 4,517; Moral and Physical Science, 3,524; Geology and Minerology, 1,315; Natural Philosophy, 2,407; Chemistry, 1,141; Agricultural Chemistry, 682; Agriculture, 6,980; Manufactures, 7,300; Literature, 15,-378; Travels, 11,329; Biography, 17,223; Practical Life, (or Moral Tales and Stories), 11,970; Teachers' Library, 1,679. Total, 155,726 Volumes.

The useful occupation, instruction and entertainment afforded by the circulation of so many Books on so great a variety of subjects, cannot be easily estimated. The number of Libraries established is 289,—subdivided into nearly 1,000 Sectional School Libraries. The number of Libraries established during the last six months is 70,—subdivided into upwards of 200 Sectional School Libraries.

It is not to be expected that these Libraries should be equally appreciated and read in every neighbourhood where they are established. As, in the different Members of the same Family, there is the widest difference in this as in other respects, in different parts of the Country, in different Municipalities, and in different neighbourhoods of the same Municipality. In some neighbourhoods there is little taste for reading among either young, or old; in other neighbourhoods the young very generally avail themselves of the Books in the Library, or section of it; in others again, all classes and ages are eager to procure and read them.

In the selection of Books for some of the Libraries, the local Authorities were anxious to provide, in the first instance, a series of Standard Works on different subjects; and, in doing so, they had but little means left to procure smaller Works, and more attractive and popular as Reading Books for young people. I think this circumstance has, as in a few cases, rendered the Libraries less useful and attractive than they would have been, had a more varied and popular selection of Books been made. But, as the Catalogue is large, and the selections from it entirely at the discretion of the local parties establishing Libraries, I have not thought it advisable to interfere in the least with that discretion, unless expressly desired to do so. But, on the whole, the selections of Books for the Libraries have been made with great discrimination.

It is also gratifying to know, that the method adopted for supplying the Municipalities and School Sections with Libraries, Maps, School Apparatus, etcetera, is highly approved by intelligent Visitors and Educators from other Countries, and is regarded as a feature peculiarly favourable to the Canadian System of Public Instruction.*

10. Extracts from the Reports of Local Superintendents. These extracts are 150 in number,—all that have been transmitted with the Reports from the Township, City, Town and Village Municipalities.† These extracts are witnesses as to the working of the School System and the operations of the School Law, they present the dark as well as the bright side of the picture; the failures and defects as well as the successes and excellences of the System. I wish to conceal no defect, but to discover and remedy it; I wish to hide no failure, but to expose it, and, if possible, to prevent its recurrence.

From the extracts of these local School Reports, which I gave in the same impartial manner in my last Annual Report, an attempt has been made to prove that the School System is a failure. Passages have been selected from two, or three, of these local Reports, stating in each case, in substance, that the School-house, was in a state of

* See an expression of opinion of this sort recently in New York on page 34, herewith.

†These extracts are too voluminous to be inserted here; but they can be examined in the Appendix to the Journals of the House of Assembly for last year.

dilapidation, that the School was badly attended, that the Teacher was unfit for his office, and that there was a general feeling of indifference in regard to education, and then, these statements have been held up as illustrations of the state of the Schools and the results of the School System throughout Upper Canada.*

Of the fairness of such reasoning, and the honesty of such a proceeding, every intelligent Reader is competent to judge. In the same way might it be proved, that Agriculture is declining, in a County, or Township, because some farms in such County, or Township, are in a wretched state, and some Farmers are indifferent to all agricultural improvement. In the same way might it be proved that Agriculture is declining throughout Upper Canada, after all that has been granted, and done, by Agricultural Societies, because there are some Municipalities in which the Farms generally are as badly managed, and the Farmers are as inactive as they were many years ago. In the same way might it be proved that Canada is declining in Population and Commerce and Wealth, and that its whole System of Government is a failure, because there are portions of it in which population is as sparce, and Villages are as poor, and Trade is as limited, as in former years. With the same kind of fairness and intelligence have some European Travellers landed and spent a few hours upon some non-commercial and non-agricultural, and non-progessive spot in Canada, or have seen some portions of its Frontiers, and then published that the Country was stationary and retrograding, and was unworthy of being a part of the British Empire, while all the rest of America was advancing with rapid strides.

Now to all such fallacies and falsehoods, one reply would be deemed sufficient, namely, an appeal to the General Statistics of Agriculture, of Trade, of Population, of Property. So, in regard to Schools and the School System, whatever may be the state, or neglects, of a particular neighbourhood, or Municipality, the general Statistical Returns show an advancement not equalled by that of any other State in America, and the extracts from nine, out of ten, of the local Reports show an exertion, a progress and success in the great majority of the Municipalities, of the most gratifying and satisfactory character. For example, if it be stated in the Report of one Municipality, that the Public Library is not appreciated,—that the Books are not read, or applied for,—that all classes are indifferent to them, is it, therefore, to be inferred that the System of Libraries is a failure, and that the Law and Regulations provided for Libraries are bad? On the contrary, if it be stated in the Report of another Municipality, that the Public Library is highly appreciated,—that the Regulations are strictly observed,—that the Books are very generally sought after, and eagerly read; would it not be inferred from the different working and the results of the same System in different Municipalities that the failure in one case could not be attributed to the System, while the success in the other case shows what aids and facilities the System affords to the people where they chose to avail themselves of it. The same remark applies to school operations. If, in one School division the School-house is convenient and well furnished, and the School efficient and well attended, and, if the reverse is the case in another School division, the difference in the two cases cannot be ascribed to the System, for it is the same in both School divisions, but must be owing to other causes. In an extract from one of the local School Reports, we have an account of the development and working of the System in a City, and where all the Teachers have been trained in the Normal School; while in another extract, will be found a statement of the rise, progress, and working of the System in a Township. Other extracts given evince an equal success in other Municipalities. What is done and witnessed in the Municipalities may be done in all Upper Canada, if similar feelings prevail, and similar means are used.

The extracts from the local School Reports, will satisfy the attentive and candid Reader on the following points:—

1. That the improvement and progress of the Schools throughout the Country at large is very great; that the inhabitants are making noble and successful exertions for

*See the Chapter on "Subsidiary Aid to the Separate School Agitation of 1857," farther on in this Volume.

the education of their children, notwithstanding the backwardness and indifference in some of the Municipalities.

2. That the School Law places the education of the children in the hands of the people themselves; that it invests the inhabitants of each Municipality with powers to provide for the education of all their children, and they are responsible if this be not done.

3. That while the Religious rights of each pupil and of its parents, or guardians, are equally protected, it is in the power of the School division to make their School, or Schools, as decidedly Religious as they desire.

4. That in Municipalities, where the Schools are reported to be in an unsatisfactory state, this painful fact is in no case ascribed to the defective provisions of the School Law, except in the frequently expressed earnest desire that the Legislature would amend the Law so as to make all schools Free.*

11. *Educational Museum, and School of Art and Design.* The School Act of 1850 13th and 14th Victoria, Chapter 48, Section 41, authorizes the expenditure of "a sum not exceeding Two hundred pounds, (£200,) in any one year, to procure Plans and Publications for the improvement of School Architecture and Practical Science, in connection with the Common Schools;" and the Act of 1853, 16th Victoria, Chapter 185, Section 23, authorized the expenditure of "a sum not exceeding Five hundred pounds, (£500), per annum, in the purchase of Books, Publications, Specimens, Models and Objects, suitable for a Canadian Library and Museum, to be kept at the Normal School Buildings." In the Act, of 1849, 12th Victoria, Chapter 83, the sum of Five hundred pounds, (£500), was granted for the establishment and support of a School of Art and Design for Upper Canada,† to be in connection with the Normal School, and under the control of the Council of Public Instruction.‡ Two Rooms were provided for this purpose in the Normal School Building, but, on the proposal to establish a Chair of Civil Engineering in the Provincial University, I suggested the establishment of the School of Art and Design as an Appendage, or Branch of the Chair of Civil Engineering, and that the provision for its establishment, in connection with the Normal School, need not be continued. But the idea of establishing the Chair of Civil Engineering by the Provincial University having been abandoned, and the Statute providing for it repealed, it became a matter of consideration and importance to give effect to the original purpose of establishing the School of Art and Design in connection with the Normal School, and, more especially, as Drawing forms one Branch of the Course of Instruction in both the Normal and Model Schools, and will be taught to a great extent in the Model Grammar School, and there are here the greatest facilities for the economical establishment and support, as well as usefulness, of such a School. Accordingly the requisite steps have been taken to accomplish that important object, in the establishment of the Model Grammar School.

By the provisions of the Acts above mentioned, I have been enabled to introduce Publications and Plans for the improvement of School Architecture into all the Municipalities of Upper Canada;¶ to obtain Models and Instruments and Apparatus for teaching and illustrating different Branches of Natural history and Science in the Schools; to commence a collection of Specimens of the Canadian Birds and Animals of

*This was done in 1871, when a School Law was passed by the Legislature declaring that hereafter all the Public Schools should be Free Schools, supported by a general tax upon the property of each School division.

†In February, 1849, Doctor Ryerson in a Draft of School Bill, proposed to the Government the establishment of a School of Art and Design. This Draft of Bill was incorporated in the "Cameron School Bill" of that year; but the Bill, as passed by the Legislature, never went into operation, for the reasons given in Chapter XIV of the Eighth Volume of this Documentary History. See page 184 and also page 223 of that Eighth Volume.

‡For these Acts see the Index of previous Volumes of this Documentary History. See also Chapter IX of the preceding Volume of this History.

¶In regard to the efforts, which have been made to improve the architecture of the Public Schools, see Note on page 168 of the Eighth, and page 270 of the Ninth, and page 92 of the Eleventh, Volume of this Documentary History. See also page 226 of the Sixth Volume.

the Geology and Mineralogy of the different Provinces of British North America, Models of Agricultural Implements, etcetera, together with several hundred Books, Publications and Objects relating to Education and other departments of Science and Literature.* I have also been anxiously desirous of preparing the way for, and as far as possible, of giving effect to what was contemplated in connection with the School of Art and Design.† In England Schools of Art and Design are becoming prominent features of Popular Instruction in the principal Cities and Towns. In connection with some of these Schools, interesting Collections of Objects of Art, consisting chiefly of Paintings, Sculpture and Drawing, Plaster casts of Statues, Statuettes, and Busts, Models in marble, alabaster, ivory, wood, bronze, terra cotta, Models in wax, plaster, etcetera. In connection with the Royal Schools of Art and Design in London, (kept in Marlborough and Somerset Houses,) upwards of a thousand of these specimens are collected and arranged. In addition to these Schools, the Committee of the Privy Council on Education have established an Educational Museum, at the new Buildings in South Kensington, at the west end of London, the Books and Objects of which are grouped under the following divisions: 1. School Buildings and Fittings:—Forms, Desks, Plans, Models, etcetera. 2. General Educational Subjects:—including Reading, Writing, Grammar, Arithmetic, Mathematics, Foreign Languages and Histories. 3. Drawing and the Fine Arts. 4. Music. 5. Household Economy. 5. Geography and Astronomy. 7. Natural History. 8. Chemistry. 9. Physics. 10. Mechanics. 11. Apparatus for teaching the Blind and Deaf. A late English news paper contains the following brief account of this Educational Museum:

The South Kensington Museum is a result of the School of Design, founded in 1838, and the Great Exhibition of 1851. The School of Design, under the influence of the feeling generated by the Hyde Park Palace, expanded into the present Department of Science and Art, under the Committee of Privy Council on Education, and the nucleus of a permanent Museum of Arts was formed at Marlborough House. The Department of Science and Art has acquired a Building, in which its scheme for training may be systematically carried out, and its Curiosities constantly exhibited. Thither are transferred all the ornamental specimens from Marlborough House, the entire Collection of the Architectural Museum, together with many Articles belonging to the Commissioners for the Exhibition of 1851. Thus Decorative Art and Practical Science have a permanent home, which, moreover, is nobly adorned by the fine collection of Pictures and Drawings munificently given to the Nation by Mr. Sheepshanks. The Offices of the Department and the Training Schools are under the same roof as the Museum, which, while it will be a source of rational recreation to the general public, will also, it is hoped, be an important agent in the instruction of the Students. The collection of Works belonging to the Department of Ornamental Art first attracts the notice of the spectator, occupying, as it does, the Corridor in which he will find himself immediately after his entrance. Only a portion of the entire Collection,—which numbers upwards of 4,000 Objects,—is at present exhibited, inasmuch as about a fourth part, including the whole of the acquisition from the Bernal Collection, have been sent to Manchester.

The Educational part of the Museum occupies the centre of a large iron Building, which forms a wing of the entire Edifice. It comprises specimens of Scientific Instruments, Objects of Natural History, Models of School-rooms, Casts of Classical Statues, and a Library of 5,000 Volumes, all admirably arranged. "Education" is a wide word, as will be obvious enough, when we state that the official subdivision of the Department is into that of School Buildings and Fittings, General Education, Drawing and the Fine Arts, Music, Household Economy, Geography and Astronomy, Natural History, Chemistry, Physics, Mechanics, Apparatus for teaching the Deaf and Dumb, Idiots, etcetera, and Physical training." To this Collection, which will probably be the most popular of the whole Exhibition, the "Commissioners of Patents" Museum form a sort of supplement. In this Department the history of the Steam Engine is copiously illustrated.

The nucleus of a Collection of Sculpture has also been formed by the assemblage of about fifty works contributed by twenty-five Artists among whom are Messieurs Baily, Bell, Foley Munro, Calder, Marshall, and the late Sir R. Westmacott. By the Collection of the Architectural Museum, which occupies a large portion of the Gallery

*See Chapter IX of the preceding Volume of this Documentary History.
†Although projected in 1849, as explained in a note on page 129, no School of Art and Design has ever been established in this Province.

and descends into the lower Corridor, a complete history of the Mediaeval Architecture of France and England is represented by almost numberless casts of decorative details.

The "Trade Collection", which is likewise in the Gallery, and is the property of the Commissioners of the Exhibition of 1851, will not always remain in its present complete state. It is chiefly composed of the Natural Products used in the various Arts, and of these the Animal Products are alone to be retained, the others being too fragmentary to justify their retention in a distinct Museum. Specimens, therefore, of Mineral and Vegetable products will be distributed among various National and Provincial Museums which admit of improvement.

Another department is the "Economic Museum" (?) formed by Mr. Twining, and presented by him to the Government.

Everything has been done to render the new Museum a source of instruction and amusement to all classes alike, the exigencies of time being taken into consideration, as well as the exigencies of the pocket. On Wednesday, Thursday, and Friday, being Students' days, the price of admission is sixpence; on the other days of the week admission is free.

The following are the Rules sanctioned for admission to this Museum:—

1. The Collections of Objects relating to Education, Architecture, and Trade; of Pictures, Sculpture, Ornamental Art, and Models of patented inventions, will be opened to the public daily from 10 till 4 in the day-time, and from 7 to 10 in the evenings.

2. On Mondays, Tuesdays, and Saturdays, and daily during the Easter and Christmas weeks, the public will be admitted free; but on these days, Books, Examples, Models, Casts, etcetera, cannot be removed for study.

3. On Wednesday, Thursdays, and Fridays, the public will be admitted on payment of sixpence each person. This sum during the day-time will enable any person to consult any Books, Diagrams, etcetera, in the Collections of Education and to copy any Article in the Collections of Art; except modern Paintings, for which special permission in writing must be obtained. . . .

4. Sticks, umbrellas, parcels, etcetera, must be left at the doors.

5. Except the fees above mentioned, no fee, or gratuity, is to be received by any Officer of the Department from any person.

6. The Library of Art is open every day, from 11 a.m., and the usual vacations.

7. All registered Students of the Central School of Art have free admission to the Library. Occasional Students are admitted upon payment of sixpence, which will entitle them to entrance for six days from the day of the payment of the fee, inclusive. . . .

The above Museum is under the direction of the Lords of the Committee of the Privy Council on Education,—of which the Right Honourable Earl Granville, is President, and the Right Honourable W. Cowper, Vice President.

It would be too much to attempt an Educational Museum in Canada on so extensive a scale; but we have already in the Normal and Model Schools the beginning of what might be deemed necessary under the first of the above divisions, and considerable Collections which belong to the 2nd, 3rd, 4th, 6th, 7th, 8th, 9th, and 10th, of the above divisions. They cannot, however, be properly classified and arranged until the completion of the new Model Grammar School Building, when we shall have room in our present Building for the School of Art and Design, with the appropriate and methodically arranged Educational Museum. In England an Act of Parliament was passed some years since, authorizing the Corporation of each City and Town in the United Kingdom to establish a Provincial Museum; and these local Museums are now multiplying on every side, being regarded as a powerful, though, indirect, means of popular education, as well as of popular entertainment.

During my late tour in Europe,* the importance of embracing Objects of Art as a prominent feature of our Educational Museum, and as essential element of a School of Art and Design, was strongly pressed upon me both by what I saw, and by the opinions and advice of learned and practical men. Colonel Lefroy, better known in Canada is Captain Lefroy), addressed me a very interesting and able Letter on the subject.†

*See Chapter IX of the preceding Volume of this History.
†See Chapter X of the preceding Volume of this History, in which Colonel Lefroy's Letter is given in full.

The Earl of Elgin not only favoured me with his advice, but afterwards enclosed me, (with a very kind and suggestive Note), a Pamphlet containing a copy of an address delivered at Glasgow, in January, 1855, by Mr. C. H. Wilson, "On the formation of Provincial Museums and Collections of Works of Art."*

A Collection of such Objects of Art has double the value in Canada that it possesses in any City, or Town, in Europe, in every Country of which treasures of Art abound in the Royal Palaces, National Museums, and private Mansions, all of which are opened to the public with great liberality. And even there, where the facilities of travelling are so great, the public Museums are so numerous, and the different Countries are so near to each other, many Travellers, not content with having seen and contemplated the original Objects of Art themselves, purchase copies, of the most famous Paintings and Casts, or Sculptures, or Bronze, copies, of the most celebrated Statues, Busts, etcetera, for the gratification of their own tastes, and the ornament of their Mansions. But, in Canada, where there are no such Art Treasures, where we are so remote from them; where there is no private wealth available to procure them to any extent, a Collection, (however limited,) of copies of those Paintings and Statuary, which are most attractive and instructive in European Museums, and with which the trained Teachers of our Public Schools may become familiar, and which will be accessible to the public, cannot fail to be a means of social improvement, as well as a source of enjoyment, to numbers in all parts of Upper Canada.

The copies of Paintings which I have procured present specimens of the Works of the most celebrated Masters of the various Italian Schools, as also of the Flemish, Dutch, German and French. The French Collection of Engravings is much more extensive; but they are not yet framed, or prepared for exhibition. The Collection of Sculpture includes casts of some of the most celebrated Statues, ancient and modern, and Busts of the most illustrious of the ancient Greeks and Romans, also of Sovereigns, Statesmen, Philosophers, Scholars, Philanthropists, and Heroes of Great Britain and France. Likewise a Collection of Architectural Casts, illustrating the different Styles of Architecture, and some of the characteristic Ornaments of ancient Gothic and modern Architecture. But these are not yet exhibited, as there is no room for them until the new Model Grammar Building is completed. And until then, the rest of the Collection cannot be properly arranged, nor seen to advantage.

(NOTE.—A list of the principal Instruments, Specimens, Models, and Objects of Art collected, will be found in Chapter XII of the preceding Volume of this History.)

12. *The Department of Public Instruction for Upper Canada.* As very imperfect and, in many cases, mistaken ideas exist in regard to the nature and duties of this Department, it may be proper once, and for all, to state them in as few words as possible.

The Department has to do with the popular instruction of the Country, embracing the Common, or Elementary, Schools, and the Grammar, or Classical, Schools; but not the Universities, or Colleges, from which Returns are obtained by the Department only by courtesy.

1. *The Education Office* proper, in which, under the direction of the Chief Superintendent, the Common and Grammar School Laws are administered, School Acts, Forms, Regulations, etcetera, are supplied to all the Schools of the Country, (3,500 in number); information of any kind is given, appeals decided:—the whole involving under the head of Correspondence alone, between six and eight thousand Letters a year, or upwards of six hundred per month, besides the examination of all local Financial Returns and Reports, and the preparation of the Annual General Report.

2. *The Council of Public Instruction*, by which all appointments to the Normal and Model Schools are made, all Expenditures for their establishment and support are ordered and audited, all the Regulations for the Normal and Model, Grammar and Common Schools, and Public School Libraries, are authorized, and the Text-books for

*See page 121 of Chapter Ten of the preceding Volume of this Documentary History, in which these remarks of Mr. Wilson are quoted at length.

the Schools, and the Books for the Libraries, approved. The Chief Superintendent is required to prepare all of these Regulations, and to examine all of these Books and to report upon them; also to have the oversight of the Normal and Model Schools.

3. *The Normal School* for the special training of Teachers,—about one hundred of whom are sent out per year.

4. *The Model Common Schools* limited to 420 pupils, 210 each, in which Student—teachers in the Normal School, observe the best methods of School Organization, Classification, Teaching and Discipline, and Practice Teaching.

5. *The Model Grammar School*, which will consist of pupils equally distributed among all the Municipalities of Upper Canada, and is designed to sustain the same relation to the Classical Grammar Schools of the Country as the present Model Schools do to the Elementary Common Schools, to be a standard and pattern for their imitation, and an instrument of training Teachers for them. The Building for this School will be finished in a few months.

6. *The Depository of School Maps and Apparatus*, from which all the Public Schools of the Country are supplied with these articles and appliances at cost prices, the Chief Superintendent also apportioning one hundred per cent. upon whatever sum, or sums, may be transmitted by Municipal and School Authorities for the purchase of them for their Schools. The best Maps published in Great Britian and America are here procured,* together with Maps in relief, or Raised Maps, (preferred in France,) Globes, Tellurians, Charts, Collections, Philosophical Instruments and Apparatus, to illustrate Lectures and instructions in Geography, Natural History, Geology and Mineralogy, Mathematics, Chemistry, Mechanics, Astronomy and other branches of Natural Philosophy; indeed all subjects taught in the Common, Grammar, Model and Normal Schools. In order to bring these facilities for improving and benefiting the Schools prominently into public notice I have deemed it expedient to send selections of the Apparatus, Globes, Maps and Charts, etcetera, to the Provincial Exhibition each year.†

7. *The Depository of Books for Public School Libraries*, embracing a careful selection of more than 3,000 different Works, and several thousand Volumes. These Books are furnished in no case to private individuals, but to Municipal and School Authorities at cost price, with the addition of an apportionment by the Chief Superintendent of one hundred per cent. upon all sums transmitted from local sources. Upwards of 150,000 Volumes have already been sent out from the Depository,—24,689 Volumes during the last six months. From the Official Catalogue for Public Libraries, selections of the best illustrated Works, Reward cards, etcetera, have been made for Prizes in the Public Schools of Upper Canada. One hundred per cent. is allowed on all sums of five dollars and upwards transmitted to the Department for the purchase of these Prize Books.

8. *An Educational Museum*, embracing a large collection of School Models, Apparatus, Fittings, etcetera. About 150 copies of Paintings, illustrative of the works of the great Masters of the Italian, Flemish, Dutch, German and French Schools of Painting, Architectural Casts, and some three, or four, hundred Casts of Greek and Roman and Modern Sculpture, being Statues and Busts of Personages and Characters celebrated in ancient and modern history.‡

9. *Grounds Surrounding the Buildings;* designed not for ornament merely, but as a Botanical Garden, the Flowers, Plants and Shrubs being labelled and accessible to Students and others, to illustrate the Lectures in Vegetable Physiology, and the Lessons in Botany, and from which Specimens are selected and used in the Schools for analysis and illustration.

*For information in regard to where these school appliances can be procured, see page 96 of the preceding Volume of this Documentary History.

† The report of the Exhibition for last year, which was highly successful, is published as Chapter III of this Volume.

‡For details of this Collection, see Chapter XII of the preceding Volume of this History.

The object of the construction and arrangements of the Buildings and premises is to combine taste with necessity and convenience, to spend not a penny on mere ornament, but to render ornament subservient to utility, to impress upon all classes that an Establishment symbolical of what the System of Elementary and Grammar Schools of the Country ought to be, and the primary agent in promoting what concerns the great mass of the people, and lies at the basis of our national civilization and advancement, should be second to no other Institution in the Country in the comprehensive ness of its arrangements, the simplicity and perfection of its details, and the chaste elegance of its appearance,—such as the eye can look upon with pleasure, and the mind contemplate with satisfaction. I believe the influence of everything appertaining to such an Establishment, identified as it is with the Country at large, and such as the people may especially call their own, is by no means small; and I hope that in the course of another year, we shall be able to render the Establishment much more efficient and complete, much more acceptable to the Country and worthy of it.

13. *Miscellaneous Remarks.* 1. In my last two Annual Reports I have discussed at large the provisions of the law and the character of its administration in regard to Separate Schools and the Religious Instruction of youth. I have shown that to the Churches and Parents, and not to the Government, or to any one paid out of public funds, appertains the duty of giving special Religious Instruction to children, and of providing for their Religious Education. I have shown that what has been further claimed on the part of certain supporters of Separate Schools was inconsistent with what is granted to supporters of Dissentient Schools in Lower Canada, is inconsistent with what is required of Trustees of Common Schools in Upper Canada, is an infringement of the rights and powers guaranteed to Municipalities by successive Acts of Parliament, and inconsistent with any National System of Public Instruction. It is worthy of remark that, although I have been personally attacked, and although successive attacks have been made by these parties on the School System, no answer has been attempted to the facts and authorities I have adduced in my Reports referred to, showing how fallacious and unfounded are such attacks, and how much easier it is to repeat them *ad nauseum* than to reply to the exposures of them, and the defence which has been made of the justice, the liberality, and the necessity of the existence provisions of the School Law. I may be excused, therefore, from travelling over the same ground in this Report, as no new objections have been made to the Law, which I have not answered and replied to in my last two Reports.

2. As to the Christian character of our School System, and its Principles and Regulations in regard to special Religious Instruction, its relations and influence in regard to the morals of youth and juvenile crime, what I have said in my preceding Reports has remained unanswered and need not be again repeated. There are, however, two statements, or charges, made on this subject, which it may be proper for me to notice. The first charge is, that numbers of children in our Cities and Towns do not attend the Schools provided for them. This is no valid objection to the School System,—that numbers of persons will not avail themselves in behalf of their children of its liberal provisions for their instruction. As well might it be objected to, that the climate and soil of our Country are bad, because numbers of persons do not avail themselves of either, but ruin their health by neglect and irregularities and live in poverty by their indolence and vices. As well might it be objected, that the system of Churches and their places of Worship are bad, because there are numbers for whom they are provided who do not avail themselves of them. The neglect of many children in Cities and Towns, and in even in Country places, may argue the necessity of some further police, or penal, Regulations, in order to secure their attendance a portion of each year to some School, public, or private, but can be no argument against the School System, or Public School, unless it can be shown, (which is not pretended,) that they do not sufficiently provide for the education of all the children of the Municipalities.

3. Then, as to the pretended array of the statistics of crime, and its alleged increase in our Cities and Towns, and the responsibility of our Common Schools for it, it may be sufficient to reply that, no proof as been adduced, or even attempted, to show that, if crime has increased, our Common Schools have been the cause of it.* Nay, it has never been shown,—not even in a single instance, so far as I know,— that the youthful crimes of our Cities and Towns, or of country places, have ever been attendants, much less regular attendants, at our Common Schools. On the contrary, every intelligent man in Town, or Country, throughout Upper Canada, is a witness, that just in proportion as parents are sedulous to send their children to the Schools, and as children are punctual and diligent in attending them, are both those parents and children industrious and exemplary; and just in proportion as children turn their backs upon the School, and especially, if allowed and encouraged to do so by their parents, or others, are they idle, profligate and vicious. There is an increase of Churches, of Church ministrations and catechetical instructions, both Protestant and Roman Catholic, in our Cities and Towns; as well might the alleged increase of juvenile crime be charged upon this increase of church operations, as upon the increase of Public School accommodations and Teachers. Then, of the statistics of juvenile crime and ignorance in proportion to population in the Cities of Upper Canada be compared with those of England, or Italy, where Denominational Schools alone are established, the result would show what abundant reason we have to congratulate ourselves, rather than lament, on account of the existence of a System of Public Schools which reaches out an uplifting hand to the poor, and offers equal privileges and advantages to all classes.

No one can analyse the circumstances and character of those isolated but reiterated attacks upon our Public Schools and School System, without feeling that they originate in the same source and have a common object: the spirit of sectarian bigotry, again Catholic Christianity, the spirit of ecclesiastical despotism against public liberty and general knowledge, the spirit of individual selfishness against public patriotism and national progress.

While the local School Reports show, upon the whole, a gradual extension and advancement of our School System, in all its aspects and ramifications, beyond that of any preceding year, they add to the accumulation of evidence furnished by the facts of the year from almost every Municipalitity in Upper Canada, of the determination of the landholders to maintain inviolate their individual and municipal rights in behalf of themselves and their children, and to extend and perpetuate that the System of National Education which will elevate Upper Canada to its high mission of virtue, intelligence, and greatness, and make its future generations justly proud of their ancestors. By the blessing of God, I doubt not the achievement of this result; and I hope that each Reader of this Report, as well as myself, may contribute to hasten it.

EGERTON RYERSON.

TORONTO, July, 1857.

*See the Chapter in this Volume on Subsidiary aid given to the Separate School Agitation, on page 181 herewith

CHAPTER VI.

PROGRESS OF THE PUBLIC SCHOOL SYSTEM OF UPPER CANADA, 1842 TO 1854. BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The System of Public Elementary Education in Upper Canada has now been in operation a sufficient length of time to enable us to determine how far it has accomplished the object of its establishment.

The history of popular education in Upper Canada naturally divides itself into three periods. (1.) The first dates from the year 1816, when Legislative provision was first made for the establishment and maintenance of Common Schools.* (2,) The second dates from the Union of the Provinces in 1841, and, (3.) the third embraces the years 1850-1855—1850 being the date of the passing of the present Comprehensive School Act.

2. Each of these periods constitute a separate epoch in the history of Common Schools in Upper Canada; and each is marked by some peculiar feature of its own; but united they present conclusive evidence of a silent but gradual progress towards the solution of that long unsettled question,—the entire practicability of a National System of Education, commensurate with the wants of an intelligent and enlightened people, and enlisting the sympathies of all classes of citizens in its support.

3. We are not entirely destitute of statistical information in regard to the character and condition of our Common Schools during the long interval of 35 years—from 1816 to 1841, but it is of a fragmentary character. We can, therefore, only give an exact summary of our progress from the year 1842 to 1855, as follows:—(See Table on the next page)

This Statistical Table, compiled from the Official Records of the Education Department, exhibits in clear and unmistakeable light the satisfactory progress which Upper Canada has made in the great work of Public Instruction and enlightenment.

4. It proves, that, while the school population has increased at the rate of about 10,000 per annum since 1842 (doubling itself in 13 years), the pupils at the Common Schools have increased at the rate of nearly 12,000 per annum, (thus trebling the attendance during the same period); that, out of a school population of 269,000 in 1853, 195,000 were attending school; and, out of a school population of 278,000 in 1854, 204,000 were attending school during one period of the year, or other; that Free Schools have been multiplied [even before the law to establish them was passed in 1871;] that the sums available for the salaries of Teachers, and for the purchase of Maps, Libraries and Apparatus, have been augmented at the rate of Thirty Thousand pounds, (£30,000), per annum; that the character and style of the School-houses, and their architecture, are greatly improved

*See pages 102-104 of the First Volume of this Documentary History.

No.	Subjects Compared.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.
1	Adult population of Upper Canada during the years	486,055	No Reports for this year were received, in consequence of a change in the School Law	.....	*622,570	.....	.....	725,879	.....	803,493	950,551	953,239	.....	.....
2	Population between the ages of five and 16 years	141,143		183,539	202,913	204 580	230,975	241,102	253,364	259,258	258,607	262,755	268,957	277,912
3	Total Common Schools in operation as reported	1,721		2,610	2,736	2,589	2,727	2,800	2,871	3,059	3,001	3,010	3,127	3,244
4	Free Schools reported in operation	No Rpts.		No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	252	855	901	1,052	1,177
5	Total Pupils attending the Common Schools of Upper Canada	65,978		96,756	110,002	101,912	124,829	130,739	138,465	151,891	168,159	179,587	194,736	204,168
6	Total amount available for the Salaries of Common School Teachers in Upper Canada	£41,500		£51,714	£71,514	£67,906	£77,599	£86,069	£88,478	£88,429	£102,050	£113,991	£130,039	£151,756
7	Total Amount levied or subscribed for the erection or repairs of School Houses, and for Libraries and Apparatus	No Rpts.		No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	No Rpts.	£14,189	£19,334	£25,094	£32,018	£43,868
8	Grand Total available for Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus	Do		Do	Do	Do	Do	Do	Do	£102,619	£121,384	£139,085	£161,769	£195,624
9	Total Common School Teachers in Upper Canada	.....		.....	2,860	2,925	3,028	3,177	3,209	3,476	3,277	3,388	3,539	3,539
10	Average number of Months each Common School has been kept open by a qualified Teacher	.....		7¾	8	8½	8⅓	9	9½	9 1-11	9⅛	9 1-5	9⅔	9 17-20
	No. of Brick Common School Houses	No Rpts.		No Rpts.	No Rpts.	No Rpts.	49	68	80	99	107	127	130	169
	of Stone do do	Do		Do	Do	Do	84	100	140	137	147	160	169	168
	of Frame do do	Do		Do	Do	Do	1,028	1,114	1,117	1,191	1,240	1,249	1,253	1,306
	of Log do do	Do		Do	Do	Do	1,399	1,513	1,563	1,568	1,476	1,427	1,444	1,496

from year to year; and that, in all those material elements of educational prosperity, which are the true tests of intellectual progress, Upper Canada has not only much cause for congratulation, but that she has the strongest reason for an increased determination to guard sacredly and intact a System of Education capable of conferring so many advantages upon the Country.

5. It may be proper to remark here, that, although the Annual Reports of the Chief Superintendent of Education exhibit a continuous and satisfactory progress of the Common School System, these Reports have also exhibited its lights and shades, its failures and its successes; and have pointed out with distinctness and emphasis the sources of weakness, the evils to be guarded against, and the points susceptible of improvement. The Statistical Tables of these Reports have been especially compiled to enable the Legislature and the public to test by the severest scrutiny every alleged success, and to analyse most critically the causes of any apparent failure. They enter minutely into every feature of the School System,—its finances,—the attendance of pupils,—modes of teaching,—branches of instruction,—Books used,—qualification of Teachers,—condition of School Premises,—official duties of Local Superintendents and School Visitors,—supply of Maps and Apparatus, and of Books for Public School Libraries, as well as all other items of information which are necessary to any satisfactory inquiry into the working of a System of Public Instruction. An annual series of Reports, so constructed, will be invaluable as a guide in future Legislation on this important subject, besides furnishing ample materials to the historian for an accurate survey of our educational state and progress.

6. To render the System of National Education in Upper Canada effective, the following points, among others, were deemed essential:—

(1.) That the System itself should be based upon Christian principles.

(2.)That it should provide for Municipal control and co-operation; and for local management and oversight.

(3.) That it should embrace a gradation of schools—Primary, Intermediate, and Superior,—(or the Grammar Schools.)

(4.) That Departmental control should be advisory, impartial and uniform; in some respects judicial, (in so far as such questions involve the due expenditure of, and the careful accounting for, all such money so expended); that the Department should prescribe the General Regulations, and provide facilities for improving the condition of the Schools, furnishing them with superior Teachers, with Libraries, Maps, Apparatus, and Text-books; and that it should annually collect and embody in a General Report the grand result of the united labours of all persons engaged in this real work, for the information of the public, and the guidance of the Legislature.

7. The expediency of a comprehensive System of National Education, founded upon these principles, controlled by our Legislature and directed by an intelligent and responsible Officer, had long been felt and admitted by every one. And such a System has been established in Canada by the

unanimous and deliberate voice of her Legislature and people; and that System has now become one of the great institutions of the Province. It is interwoven into the very network of society. It is, as provided by law, controlled and maintained by every Municipality of the Province. It is essential to our very existence as an intelligent people, and to the existence of our civil and religious rights and privileges. It is, therefore, a subject which cannot with safety be rudely, or capriciously, dealt with. As a National System, its unity and completeness cannot be broken, or imperilled, at random. If any departure from the great and settled principles, upon which it is wisely founded, be expedient, that departure can only be justified by the direst necessity, and should not be made in a partizan and denational spirit. To mar its proportions, or to wound and pierce its vitals, is not a proceeding which should excite a feeling of satisfaction or be regarded as a party triumph. The cause is too sacred.

8. To maintain the Public School System of Upper Canada in its integrity, and to render it still more efficient, have ever been prominent objects with the Education Department. Every effort has been made to improve, extend and consolidate that System; the facilities enjoyed by the Department for acquiring information in regard to the school legislation, and experience and Systems in other Countries, have been unceasingly employed for the improvement of our own; and even now the active labours of the Chief Superintendent, when recently in Europe, were directed not only to the adoption of measures for perfecting the details of our School System, and for providing additional facilities for the purposes of instruction in the Schools, but also to the establishment of an Educational Museum which, as a higher instrument, or means of instruction, will, it is hoped, be unequalled on this Continent.*

9. On the other hand, the unanimity with which the different Municipalities of Upper Canada continue to sustain the Educational System, is in the highest degree satisfactory and animating. It proves how sure is the hold which that System has acquired upon the feelings and affections of the people. The desire to obtain good Teachers is evidenced by the unusual number of applications which is constantly being made at the Normal School for trained Teachers. The supply does not equal the demand, although, hitherto, it was considered ample. The voluntary contribution, during 1853-5, of about Ten thousand dollars, ($10,000), per annum, for the Public School Libraries, in addition to other ordinary expenditures, was a noble indication of the determination of the people of Upper Canada to avail themselves of the storehouses of knowledge which heretofore have been available only by a privileged few. The extraordinary demand for Maps, Apparatus, and School Requisites, which is continually being made upon the Education Department, prove how sincere are the efforts of the Trustees and Rate-payers to elevate the character of the Schools, and to increase the facilities of instruction to the utmost extent. Add to this the fact, that

*It would have been "unequalled", as here indicated, had it not have become largely depleted, as described in the Appendix to Chapter XII of the preceding Volume of this History.

not less than Five hundred thousand dollars, ($500,000), are also annually contributed from local sources alone for the payment of the salaries of Common School Teachers, and we may well say that, the people of Upper Canada have reason to refer with pride to the exertions of the Municipalities and Trustees to sustain our Public Schools.

With a spirit no less generous and enlightened has the Legislature of Canada seconded the efforts of the people in this great work. Thus far it has not permitted the subject of Education to be mixed up with the exciting political questions of the day. It has been discussed apart; and in the true spirit of Christian patriotism. It has never yet degenerated into the symbol of a partizan warfare. And it is fervently hoped that it never will; that, although now and then peculiarly exciting phases of the question may be under discussion, the great and paramount importance of the subject itself, and its National sacredness, will never be lost sight of,—but that Legislature and people will still vie with each other in their efforts to render our Educational System, in the memorable words of Lord Elgin, (in regard to the Library System), still more "the crown and glory of the institutions of the Province."

SUMMARY STATEMENT OF HISTORICAL FACTS CONNECTED WITH THE PROGRESS OF THE UPPER CANADA SCHOOL SYSTEM FROM 1844.

From a Lecture on Canada by the Reverend Adam Lillie, D.D.

The present Common School system of Upper Canada had its commencement in the passing of a law in 1841—introduced by Honourable S. B. Harrison, embodying the principle of granting money to each County on condition of its raising an equal amount by local assessment.

School Acts, amending and improving that of 1841, were passed in 1843 and 1846 —the former being introduced by the Honourable Francis Hincks, and made to apply to Upper Canada alone, the latter by the Honourable W. H. Draper,—then Attorney-General, (now one of the Judges of the Court of Queen's Bench,) to amend the Law of 1843. The Honourable J. H. Cameron, then Solicitor General,) introduced in 1847 an Act, which was passed, establishing a system of Schools in Cities, and incorporated Towns. In 1850 these latter two Acts were incorporated into one, introduced by Honourable Francis, (then Inspector General,) Hincks; which further embodied such improvements as "experience had suggested and the progress of the system required."

It is to the honour of the Political Parties, in whose hands the Government has been placed, that, in whatever else they may have differed, one spirit appears to have animated them—that of non-partisanship—in regard to this,—one of the most momentous of the Country's interests.

In 1844, the Reverend Doctor Ryerson,—to whose intelligence and zeal we owe so much both of what is best in our School System and of the efficiency of its working,—was appointed Chief Superintendent of Education for Canada West: an office which we trust he will long retain, enjoying in it the privilege of rendering to his loved Native Land services still more valuable, and those for which she is already so deeply indebted to him."

Christianity forms,—as of right it ought to do among a people believing it to be from Heaven,—the basis of the School System, in the working out of which the Clergy of all Denominations are, to a large extent, combined with the people, (as official Visitors of the Schools,) at the same time that sectarianism is carefully avoided; the

right of the Parent to direct the Religious Instruction of his child is respected, and the Master is protected against being called upon to teach that of which he disapproves."

The manner in which the Common School System is working is, on the whole, highly satisfactory. All parties concerned,—the Municipalities, the School Boards, and the People on the one hand, and the Officers on the other,—throw themselves into it with a zeal which entitles them to grateful commendation, and which is full of promise for the best interests of the Country. The spirit in which the Municipalities have met the liberality of the Government in its allowance of Three thousand pounds, (£3,000), per annum towards the establishment of Libraries is beyond all praise, the sums which some of the Municipalities and Schools have voted for this purpose being very large.

By the School Act One thousand pounds, (£1,000,) per annum is granted to aid Pupils in attendance on the Normal School, in addition to the sums already mentioned as allowed for its general support. The service which is being rendered to the Country by this excellent and admirably conducted Institution is very great. And it is being well appreciated, for, from every quarter, application is being made for Teachers trained there, whom a general disposition is being manifested to treat with liberality. The parties charged with the work of instruction in the Institution, are eminently qualified for the position they occupy, and enjoy, in large measure, not simply the confidence but the respect of their Student-teachers,—who, as a general rule, conduct themselves in a way which does credit alike to themselves and to the Country,—and of all who stand in official connection with them. Of the Teachers of the Model School,—in which the Teachers-in-training have the opportunity of exercising themselves,—the same thing is true. Throughout the whole Establishment, including Mr. J. George Hodgins, Doctor Ryerson's Assistant, (now Deputy Superintendent,) and the Clerks in the Education Office, the spirit of the Superintendent appears to have been caught, each one feeling that an important and honourable work is entrusted to him, and entering with a hearty zeal into it. Enjoying the best opportunities of knowing what has just been stated, I feel the testimony I bear to be due to all parties, but to none more so than to the Government and the Country at large, whose enlightened liberality has originated and is so generously fostering our whole Educational arrangements.

To the late Governor General, his Excellency, the Earl of Elgin,—who laid the Corner Stone of the Normal School and Education Office Building, and who paid the Institution a parting visit just before leaving the Country,—it is but justice to mention that he gave annually two valuable Prizes of Books for the encouragement of the study of Agricultural Chemistry, besides manifesting in other ways, in every way in his power, a warm interest in the Establishment.*

* For references to the noble services to our School System which have been rendered by Lord Elgin during the whole time that he was Governor General of Canada, see Chapter XVI of the Eighth Volume of this Documentary History.

CHAPTER VII.

EDUCATIONAL PROCEEDINGS OF THE COUNTY COUNCILS IN 1855-56.

I. The United Counties of Northumberland and Durham.

Number One. The Standing Committee on Schools beg leave to report to the Warden and Council on the following matters laid before them:

1. Your Committee having taken into consideration, the petition of the Board of Trustees of Grammar School Number Two, praying for a Grant of money to erect a School House for said Grammar School Circuit.

2. Your Committee would therefore recommend that the prayer of the Petitioners be complied with by granting the sum of Two hundred pounds, (£200.)

3. Your Committee have also taken into consideration the petition of the Reverend A. N. Bethune, D.D., praying for a sum of money for the same purpose.

4. Your Committee would recommend that the like sum be granted;—providing that each erect a commodious and suitable Building, either of Brick, or Stone, that will answer the aforesaid purpose, and without any further demand, or claim, being made upon these Counties.

5. Your Committee would also wish to present the draft of a By-law for the appointment of Trustees for the several Grammar Schools, as provided by Act of Parliament.

6. Your Committee have also looked over several Communications from the Chief Superintendent of Education and various Local School Superintendents, respecting certain discrepancies in the Report of the School Funds.—Your Committee would recommend that the County Clerk be instructed to transmit the various Communications received by him to the Chief Superintendent of Education, for his information on these matters.

Cobourg, September, 1855. Joseph Barnard, Chairman.

Number Two. The Standing Committee on Schools beg leave to present their Report, (Number Eighteen), to the Warden and Council as follows:—

1. Your Committee take this opportunity of congratulating this Council on the adoption of the system of appointing a General County Superintendent for Common Schools, in lieu of the former plan of working by local Township Superintendents, the fruits of the change being already visible in the increased efficiency of the Teachers, generally caused by the rigid Examinations instituted by the Superintendent, and the more uniform mode of teaching adopted in the Schools at large.

2. Your Committee have viewed with regret the passage, at the last Session of the Provincial Parliament, of the Separate School Act, believing that it must have an injurious effect on our Common School System, and would respectfully urge upon this Council the propriety of at once taking some steps to endeavour to obtain its repeal.

Cobourg, 7th December, 1855. John C. Pennock, Chairman.

Number Three. The Standing Committee on Common Schools, present their Report as follows:

1. Your Committee, having long felt the serious inconvenience arising from the Townships Council not being empowered to alter the boundaries of adjacent School

Sections unless both such Sections acquiesced in the proposed alteration, (which effectually precluded, in most cases, any change being made, (inasmuch as it is a rare case to find any School Section willing to submit to a diminution of its limits,) desire that this Council will Memoralize the Government, praying that the Common School Law may be so amended, that Township Councils may have the power, after due consideration, and on notice being given to the parties interested, to alter, or change, the boundaries of Common School Sections, as to them may seem expedient and advisable.*

2. With regard to the Communication from the Warden of the United Counties of York and Peel, Your Committee beg to state, that, in December last, Your Committee reported to this Council, and objected to the establishment of Separate Schools, on the ground that such a proceeding must conflict with, and prove highly injurious to the interests of our Common School System, and Your Committee now respectfully advises, that this Council will Memoralize the Provincial Parliament, praying that it will pass an Act, repealing all legal provisions for the establishment of Separate Schools in this Province.

3. Your Committee submits that, after examining the truly excellent, comprehensive and valuable Report of the County Superintendent of Common Schools for Northumberland, they are desirous that it should be read to the whole Council, as it presents, in a concise and very lucid manner, the comparative state of Common Schools and Common School Education in the various Townships of the County, and also embodies Suggestions of much value as to the causes operating to elevate some of these Townships in regard to education so much higher than that of others.

4. Your Committee hopes that the fervent zeal in the cause of education which animates the Author of the Report may not be diminished, or weakened, by the many obstacles with which he has had to contend, and that his efforts may indeed be crowned with the success they merit, and that he may receive the cordial co-operation, assistance and sympathy of all who are desirous of seeing the educational interests of these important Counties prosper.*

5. Your Committee would suggest to the County School Superintendent and to the Board of Examiners of Teachers, that, as the reasons formerly existing for allowing a class of Teachers with very slender acquirements to procure Certificates of Qualification, do not exist at present, it would be well in future to subject Candidates for such Certificates to a more rigid examination.

6. With reference to the application from the Municipality of Bowmanville for aid for the erection of a Grammar School Building in that Village, Your Committee advise that the prayer thereof be granted,—inasmuch as the Reeve of Bowmanville vouches that the guarantee of that Municipality shall be duly given.

7. In conclusion, Your Committee advise that the Report of the County Superintendent be printed with the Minutes of the Council.

COBOURG, 10th of April, 1856. JOHN C. PENNOCK, Chairman.

EDUCATION IN THE COUNTY OF NORTHUMBERLAND, AND VARIOUS HINDRANCES TO IT.

The following Report of the Local School Superintendent, on the State of the Schools in the various Townships of the County of Northumberland, was highly commended by the Committee of the County Council, was unanimously adopted by the Council, and ordered to be published.

Murray Township. The people of this Township are emphatically a willing people in the great cause of education. They err, however, in one important point, (*i.e.*) changing their Teachers too often.

* From the Correspondence on this subject, printed on page 76 of this Volume, it will be seen that the Court of Queen's Bench has decided that Township Councils do possess the power to alter School Sections, here asked for.

* This excellent Report is herewith appended.

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Brighton Township. There are too many School Sections in this Township in proproportion to its population, hence the progress of education is very much retarded by employing Teachers at low salaries. The people, however, are beginning to see this evil, and we hope that in a few years it will be rectified. The Grammar School in this Township, if its intelligent Trustees be supported, as they should be, out of the Township Funds, will exercise a powerful influence for good on the Common Schools of this and the adjacent Townships, as many of the pupils attending it are preparing to become Teachers. At an Examination of Teachers, held in Brighton in February last, it was truly pleasing to witness the effects of good training manifested by the lads of the Grammar School. We allowed them to mingle with the Candidates for Examination and occasionally called upon them for answers to the questions proposed, which were so explicitly given as to call forth the admiration of all who heard them. The Teacher, while he does not neglect the Classics, makes a thorough English education of paramount importance to all those who attend this School for a sufficient length of time.

Cramahe Township. The advancement of Common School education is also greatly hindered in this Township by the too frequent changing of Teachers. We hope that this evil will speedily be removed, as the people are not only willing to hear, but also to act upon any sugestions which they think are for the better.

Haldimand Township. There are some good Schools in the front and middle of this Township, but, in the rear, education is in a very low state. The progress of education is also much impeded in this Township by changing Teachers too frequently.

Hamilton Township. The Schools in this Township, with some few exceptions, are doing well, principally owing to the infrequent changing of Teachers. It is not rare to find the same Teacher occupying the same School for years in this Township.

South Monaghan Township. Most of the Schools are doing well in this little Township, also chiefly owing to the continuance of the same Teacher for years in the same School.

Seymour Township. I was much surprised when I first visited the Schools in this Township at finding so few in operation. Most certainly a great many of the children in this Township do not attend school. The adult population, however, is not behind that of any other Township I have visited for intelligence and real worth, and we hope soon to see placed within the reach of every child in the Township that which, by the blessing of God, is the making of a great and good people, (*i.e.*) a good Common School Education.

Percy Township. Common School Education is rather in a low state in this Township; the people generally, however, are much in earnest in some places, and they are willing to give fair salaries if they only could get competent Teachers. When we compare the attendance of pupils of those Schools in the Township where the Free School System predominated with the attendance at those Schools where the Rate-bill of 1s. 3d. per month is imposed on parents and guardians, we find that a far greater number of children go without receiving any education in the latter Townships than in the former. In Murray Township where the Free Schools prevail, the number of children between the ages of 5 and 16 years is 892, and 759 of them attended school some portion of the year, while 133 did not attend school in 1855, namely nearly one-seventh of those between the ages of 5 and 16 years. In Haldimand Township where the Rate-bill of 1s. 3d. per month is imposed, there are 1,262 children between the ages of 5 and 16 years,—981 of them attended school during some period of the year, while 281 did not attend school, (namely nearly one-fourth of the children of school age), in this Township in 1855.

Alnwick Township. This Township is increasing fast in population, which demands the establishment in it of more Common Schools.

General Remarks and Suggestions. 1. The contrast will be the same, if we compare other Townships where the Free School System prevails with those where a Rate bill is charged. It is, therefore, evident that the Free School is *the school* where only the mass of the people can be educated. If the Free Schools were only kept open throughout the year by thoroughly qualified Teachers, we have no doubt that almost all the children of school going age would attend them. We sometimes hear complaints that children do not attend those Free Schools, according to expectation, and, therefore, it would be well to have a law to compel Parents and Guardians to send their children to school. Now we think it would be well for Trustees, Parents and Guardians to impose a law upon themselves, and then compel their Trustee-representatives to employ Teachers in every way capable of adequately filling the important office of a Teacher. The effect would be we think thronged School Rooms. May that patriotism which has set in operation the Free School System never cease action until it shall be written in unmistakable letters (outside and) over the door of every School Room in Upper Canada, "This School is Free." Amen! cries the overflowing heart of the patriot.

2. Among the many hindrances which obstruct the working of our excellent School System we will mention only a few:—

1st. There is a class of Teachers, (if it be right to apply the sacred appellation to them), who have been teaching for some years without system, without motive, only for the £ s. d.! Such Teachers, so called, are almost without education, and while they are incapable of improvement themselves, stand in the way of those that will improve, and who exercise a kind of low cunning and raillery with their employers that greatly prevents success in raising the standard on the part of those who insist upon thoroughness in Common School education. Verily, shameful as it may be to mention it, such so-called Teachers are not without their abbetters in office,—men who feel a deep sympathy for them and with all good nature, license them to go out and blight the growing intellects of the youth of our Country; Closely connected with these persons, and like them, is another class of cheap Teachers, who never remonstrate for a moment against the evil of "boarding 'round", from house to house, and who, instead of studying "to be workmen, who needeth not to be ashamed," and making preparation for the following day's work, are spending their precious time in joke-telling,—thus probably corrupting the manners of the youths about them and indulging in tobacco smoking, or snuff taking, by which means, (smoking and snuff taking,) they often ingratiate themselves with members of the families with whom they are boarding. They are, we trust, fast drawing to their end, however, and we hope soon to hear the last requiem sung over their official graves; I mean by their departure from office.

3. The second evil we wish to mention is the legitimate offspring of the first mentioned,—namely the habit of pressing children in a hurried superficial manner from Reading Book to Reading Book, without reference to age, capacity, or the future well being of the pupils. The effects of this course of procedure are as dire as they are repugnant to common sense. Words are learned without meaning, Sentences are stammered over without knowing the ideas they contain, Rules are memorized without understanding them. In short shadows of things, instead of the things themselves are learned.

4. How often have the lovers of sound education, learned with indignation, and their hearts throbbed with the deepest emotions and ached with anguish, as they have stood by and gazed on the countenance of some naturally clever youth, rendered stupid by a deceptive Teacher so acting that he might please a fond but ignorant parent and procure for himself the name of a good Teacher because John, or Harry, went over so many Books in so short a time! A Superintendent, on visiting one of these Schools one day was sadly annoyed and no little chagrined, notwithstanding the good humoured feeling he tried to keep up among the several classes, as he passed through class after class and asked question after question, and felt that the same kind of senseless training was apparent throughout the entire School, while one pupil was engaged in reading another, probably, with his hands in his pockets would be looking every where except on his Book, or, perchance, if his hand was out of his pocket he was busily engaged in exercising his numerical powers by counting the buttons, or buttonholes, of his coat, which seemed to be the only kind of tangable training to which boy was accustomed. Occasionally, however, in order to set a good example and to relieve in some measure the Taedium Vitae of this School Room he was asked to name the next word after the one which was last read, or to tell what was mentioned in the last sentence named, he would start as if from a deep slumber and cast a vacant look first upon the interrogator and then upon his Book for a short time, but then insensibly fall back, if not prevented by another question, to his old habit of dreaming and absentmindedness. Arithmetic was next introduced and the Examiner thought it best to keep to what had been gone over for some three, or four, months previously. Question after question was proposed to be answered, some on slates, and some on the Black-board, without any solution to any having been given until the Examiner arrived at the place where they had been working the previous day, still no one could do any of the problems. Somewhat surprised at the unaccountamle inaptitude which prevailed in the class, the Examiner proceeded in a good humoured way to interrogate one of the older boys, a lad about twelve years of age. When did you work these questions? Yesterday Sir. Are you not as smart a boy to-day as you were yesterday? You certainly are endowed with the same powers of mind to-day that you were in possession of yesterday, and why not solve this simple problem for me now. The boy good naturedly responded that "the teacher did it for me, and I forgot how it was done." As a contrast to this stultifying process, if time permitted, we might give examples of Schools where the class could read audibly, distinctly, and forcibly, and not only do so, but know the meaning of what they read, not only at the time being, but could tell, in their own language, what they had read months ago, and who were taught the reasons of things before definitions were given, the definitions always deduced from the reasons given. We remember asking a Boy several questions, to be solved mentally, who was taught in the manner mentioned. One of the questions was, "a well was dug three-fifths through the clay, one-fourth through the sand and nine feet through the solid rock, how deep was it?" The Boy, a

lad about as old as the one previously mentioned, proceeded 3-5—12-20 and 1-4—5-20 12-20 and 5-20—9 feet—20-20, or the depth of the well, 9 feet itself must—3-20 and the 1-3 of 9 feet—1-20 the 1-3 of 9 feet is 3 feet, 3 feet is the 1-20 of 60 feet, therefore the well was 60 feet deep. Some more requiring a greater amount of thought were proposed and solved by a process of reasoning which commanded the esteem of all who heard it. Although we have too few Normal School Teachers amongst us to carry out the happy system just mentioned, yet we have a few others who carry out the same intelligent mode of training as that pursued by that excellent Institution. We have some who have been trained in Victoria College who carry out the same practical thoroughness of the Professors of that Institution into our Common Schools. We have indeed some self educated Teachers, who seem naturally following that system most congenial to their own capacious minds, never allowing their pupils to proceed to another Lesson until the one under consideration is first mastered. May we be in possession of one of the greatest blessings which ever God bestowed upon any people,—a class of deeply pious self denying intelligent School Teachers!

A Few words to the County Councillors. Pardon me, Gentlemen, for suggesting that much depends upon you, in order that we may have Teachers of the right stamp. If you only put in office such men for Grammar School Trustees and Superintendents as will try, (as Members of the Board of Examiners,) to the utmost of their abilties, to promote education, (by means of superior Teachers), among us, we shall soon experience the happy results of such a procedure, by having those thoroughly educated, upon whom is shortly to devolve the real business of life.

Cobourg, April, 1856. Edward Scarlett, County Superintendent.

II. THE UNITED COUNTIES OF STORMONT, DUNDAS AND GLENGARRY.

The Committee on Schools beg leave to report to the Council, that they have great pleasure, in bearing testimony to the efficient working of the Common School System, under the able and enlightened management of the Reverend Egerton Ryerson, Chief Superintendent of Education, for Upper Canada. Your Committee would deeply regret, that any alteration should take place, or be introduced by the Legislature, in the character of our School Law.—They look back with pride and pleasure, on our Educational Institutions, whose peaceable progression has called forth the warmest approbation of other Countries, and which gradually continue to confer a sound liberal and practical education on our rising generation, throughout the length and breadth of our favoured land, without reference to any caste, creed, or origin.—

Your Committee, however, feel deep regret, in the efforts, which are being made by a sections of the inhabitants, to separate themselves from their neghbours, in the matter of Common Schools, and they feel warranted in stating, that if these efforts prove successful, they will not only seriously injure our School System, but also introduce feelings of wide-spread discontent throughout the Community. The children who have to live and act together, in all the relations of life are told, that they cannot receive their Educational Instruction together, in the same School House, or by the same Teacher. Your Committee would recommend, that no such isolation should take place; but that all shall, as hitherto, be educated in the same way, the result of which system promises a blessing to our Community, where harmony and good will exist, in every School Section; and we trust that no interference will ever be permitted to disturb such a happy state of affairs.

Cornwall, 30th of January, 1856. Robert Lowery, Chairman.

III. THE COUNTY OF WATERLOO SCHOOL PRIZES.

The Standing Committee on Education, to whom was referred the following Resolution, from the County Council:—

"That the Committee on Education make a Report to the Council regarding the propriety and mode of promoting Education in the County by giving County Prizes."

Beg leave to recommend that the sum of Twenty-five pounds, (£25), be appropriated for that purpose, and that the several Local School Superintendents be requested to meet and agree upon a plan for awarding the same to be submitted to the Council at its next meeting.

Berlin, 4th September, 1854. John Davidson, Chairman.

The Local School Superintendents having decided to convene the County Board of Public Instruction to consider this matter of School Prizes, as referred to them by the County Council, the Board met accordingly, when the following recommendations were adopted:—

1. That each Common School within the County shall be allowed one Scholar, of lawful age, for such competition. That those Schools having over Twenty-five Scholars on the register be allowed to send two Scholars; and for every additional twenty-five Scholars, over fifty scholars on such register, be allowed to send one Scholar; and that the Grammar School be allowed to send three Scholars for such competition.

2. That the County Council procure the aid of a competent Teacher residing out of the County to examine the Scholars coming forward for competition, and also procure the aid of two associate Judges, who, together with such Teacher, shall award the prizes.

3. That the following be the Programme of Examination: 1. Writing. (Scholars to present specimens of their penmanship, certified by their Teachers.) 2. Mental Arithmetic. 3. Practical Arithmetic. 4. Elementary Rules of Algebra, Simple and Quadratic Equations. 5. Geometry, (the First Four Books of Euclid.) 6. Grammar. 7. History, (as far as taught in the Fifth Book of the National Readers). 8. Natural Philosophy. 9. Geography. 10. Astronomy.

4. That all the Scholars intending to come forward at the competition shall cause their respective names, the names of their respective Teachers and Schools, to be entered with the Clerk of the County Council at least three days before the day of such competition: that the Clerk do enter the names, numbering the Scholars accordingly as they are entered; and that each Scholar coming forward for such competition have the number which he, or she, has been entered by the Clerk, attached to his, or her, collar on the day of the examination.

5. That the amount of Twenty-five pounds, (£25,) granted by the County Council, be expended in purchasing useful Books for Prizes; and that there be ten different Prizes, of the respective values of 30, 20, 15, 10, 8, 6, 5, 3, 2, cents and one dollar. That the best general Scholar receive the highest prize, the next best the second, and so on in rotation.

6. The liberality of the Council, and this proposal of the Board will doubtless stimulate the pupils to greater exertion and improve the education of the youth of that County.

Doctor Scott, Warden of the County, also offered a Prize of "The Warden's Medal," to be competed for by the Common School Teachers of the County, for the best essay on "The Analogy between the cultivation of the soil and the human mind."

IV. UNITED COUNTIES OF YORK AND PEEL.—SEPARATE SCHOOLS.

On motion of Mr. William Tyrrell, the Council went into Committee on the subject of Separate Schools, when the following Resolutions were proposed:—

1st. That the establishment of Separate Schools by public authority is unwise and improper.

2nd. That the recent Circular of the Roman Catholic Bishop of Toronto, the Right Reverend Doctor de Charbonnel, on the Separate School Act of 1855, and also the Pastoral Letter of the Lent of 1856, from the same Dignitary, contains language that can only be looked upon as a violent and unwarranted attack upon the Civil and Religious rights of the Canadian people, and as such should be met by the united and determined opposition of all well-wishers of our Country."

3rd. That a Committeee of five Members be appointed, with instructions to prepare and report a Petition to the Legislature, praying for the repeal of all legal provisions for the establishment of Separate Schools; said Committee to be Messieurs Gamble, Hughes, Smith, Joseph Wright, and the Warden.

WILLIAM TYRRELL, Chairman.

The Resolutions were then put from the Chair and carried unanimously.

TORONTO, February, 1856.

CHAPTER VIII.

SUGGESTIONS FOR THE IMPROVEMENT OF THE SCHOOL LAW, 1856.

I. FROM THE BOARD OF COMMON SCHOOL TRUSTEES OF HAMILTON, ON THE AMALGAMATION OF THE GRAMMAR AND CENTRAL SCHOOL.

1. The undersigned Members of the Board of Common Schools Trustees for the City of Hamilton would take the liberty of addressing you, as Head of the Department of Public Education in Upper Canada, on the subject of certain Amendments which, in their opinion, might be made with advantage in our Public School Laws. Perhaps we can more satisfactorily set forth our views by stating the circumstances of inconveniences which we have found ourselves, as a Board, subjected to, in our efforts to advance the cause of Education in this City.

2. This Board has adopted the plan of placing the entire management of the Common Schools in the hands of the Head Master of a Central School, to which the Primary Schools in the several City Wards act as feeders;—thus forming one entire system, exceedingly simple and uniform in its practical operation, and very successful in its results. It is evident that the plan could be most easily adapted to a course of Education much more extensive than the contemplated by the Common School Laws; in fact, it could embrace the entire Grammar School Programme, without materially enhancing the expense, or difficulty, of management. This would involve only the necessity of employing one, or two, more Teachers of a high grade in our Central School, when we should have a harmonious gradation of Schools, or Classes, from the Elementary School up to the highest standard of the Grammar School.

3. The necessity of this is greatly felt here from the fact that the Senior Grammar School of this County has not been in operation for nearly a year. The cause of its extinction are attributed by its Board to defect in the Grammar School Law, which prevents them from exercising compulsory power of taxation, and because the Common Schools have assumed so extended a Course of Studies as to become a competitor, instead of being an auxiliary department in the general plan of Education. Whatever the Common School Board has done in this respect, Sir, you are yourself cognizant of, and it was done at the earnest wish of the largest tax payers in the City. To obviate, if possible, the clashing between the two Schools, a union was attempted to be formed; but, after much consideration, this has been abandoned as impracticable from these causes:—

First.—The Grammar School Board is a County Board, embracing our Municipality as a part. The School Laws make no provision by which the expense of a united school can be suitably apportioned, nor does it appear by what terms the School Property shall be held,—whether it shall remain as at present, or pass to the joint Board.

Second.—No provision is made for the dissolution of such a union, nor can we understand whether the united Board would absorb the functions of both Boards entirely, or only partially, or whether this could be regulated by agreement.

Third.—The Law seems only to provide for a union, or rather a merger, of a Common School with a Grammar School, not a Grammar School annexed to a Common School, as would be the case here, where the latter is by far the most important Institution.

Fourth.—The two Boards are amenable not only to different constituencies, but are selected on principles so different that the one is calculated to reflect one class of sentiments, and the other another, and opposite class, which, in our opinion, has been the real cause of the antagonism between the two Boards here. Our Common Schools are Free, and are sustained, of course, by the Municipality. The principle of Free Schools, we think, vitally important; this principle could not, however, be adopted to a United School open to the entire County.

Fifth.—The Law does not confer on the United Board the same powers of levying and raising money on the County, as on the City, and they would be in danger of having to bear a disproportionate share of the burden.

4. From these reasons, and others, which readily suggest themselves, the Board is convinced that no law can be formed to effect a harmonious union unless the City should have its own Grammar School and have no connection with the County. We are further of opinion that no good reason exists why there should be separate Boards in the same City for Common and Grammar Schools, as no natural line of division can be drawn between the two, but the reasons are all in favour of a single Board having the entire control of both these departments of Public Schools.

OLIVER SPRINGER, JAMES OSBORNE, J. CARPENTER, EDWARD MAGILL,
W. L. BIRLINGE, J. CUMMINGS, THOMAS DUGGAN, C. TRACY,
M. C. KERR,

Members of the Board of Common School Trustees for the City of Hamilton.

HAMILTON, 29th of March, 1856.

NOTE. This Letter was received at the Education Office while the Chief Superintendent was absent in Europe. The Trustees were informed that it would be submitted to him on his return. In the mean time, the Board of Trustees, took steps, under the authority of the Grammar School Act of 1853, providing for the union of Common and Grammar Schools to amalgamate the Central School and the County Grammar School so that the latter should be taught in a portion of the Central School set apart for that purpose. In order to give effect to this arrangement a Public Meeting was held in the City Hall, Hamilton, on the 27th of July, 1856, when the following conditions were agreed upon:—

1. That the Grammar School shall hereafter be carried on in the Central School Building.

2. That the ordinary routine management and arrangement of the whole School, embracing the Classical department, shall remain in the hands of the Head Master of the Central School, as heretofore, and that the Grammar School Board shall not seek to interfere with any General Rules, or Regulations applicable to the entire School, and necessary for its harmonious working in the estimation of the said Head Master.

3. That the duties of the said Classical Master, or any Master in the department, as respects the other departments of the Central School, shall not be interferred with, but they shall be liable to give the same, or any equal share of, attention and labour, subject to the same control, as heretofore, in those departments.

4. That the salaries of the several Teachers shall remain as at present, and shall be paid, as at present,—the Common School Board and the said Teachers guaranteeing to the Grammar School Board that an amount equal to Two hundred pounds, (£200), per annum, shall be so paid, that said Teachers, in lieu of that amount to be received

by the Grammar School from the Government until the existing liabilities of the Grammar School shall have been paid.

5. That this Board does not think it proper that any Teacher should be employed in the Classical, or Grammar School, Department who shall be inefficient in other departments of the Central School, the Board, therefore, will feel called upon to concur in the dismissal of any Classical Master who shall be found to be detrimental to the general interests of the entire School, through inefficiency in other departments, provided he shall be so considered by the Head Master and a two-thirds majority of the Common School Board, and, that, in appointing a successor the Grammar School Board shall have the nomination and the Common School Board the ratification of any appointment of such Master.

6. That, in the case of all pupils of the Grammar School Department, who shall not be residents of Hamilton, a fee of five shillings per month shall be charged.

On motion of Mr. W. G. Kerr, seconded by Mr. James Osborne, the above conditions were accepted by the Board of Common School Trustees for the City of Hamilton.

II. Mr. John Torrance, of the Township of Goderich, on the Alteration of the Boundaries of Common School Sections.

Letter from the Secretary of the Province to the Deputy Superintendent of Education.

His Excellency the Governor General directs me to send you herewith, a copy from an extract of a Letter from Mr. John Torrance, of the Township of Goderich, and to request you to send His Excellency, through me, an explanation of the matter referred to in the extract, you may think necessary.

George Et. Cartier, Secretary.

Toronto, 4th January, 1856.

Enclosure: Extract from Mr. Torrence's Letter. In the Eighteenth Section of the School Act of 1850 and the Fourth clause: "That no alteration can take place, but by a majority of Free holders and Householders called for that purpose." By this clause of the Act school sites were procured, School House erected, some with dwelling houses, and Libraries attached thereto."

"Our Township Council to gratify about some half dozen Individuals appearingly, by some undue influence are determined to alter our School Boundaries, which will change the sites, render the School houses useless, break up our libraries, and throw the people into great expense.

The Council are acting upon a note written by Doctor Ryerson in the annual Report of 1851—Page 174—and what we wish to know is, whether Doctor Ryerson's opinion, or an Act of Parliament, is to be the Law."

Reply to the Foregoing Letter by the Deputy Superintendent.

I have the honour to acknowledge the receipt of your Letter of the 4th instant, enclosing an extract from a Letter of Mr. John Torrance, of Goderich, and requesting such an explanation of the matter therein referred to as I may think necessary.

In reply, I have the honour to state, for the information of His Excellency, that, Mr. Torrance errs in stating that the consent of a "majority of the freeholders" is necessary to the legal "*alteration*" of a School Section by a Township Council; consent is only necessary where it is proposed to unite two, or more, School Section into one.

The construction of the Fourth clause of the Eighteenth Section of the School Act of 1850, authorizing this alteration, heretofore given by the Chief Superintendent of Education, (referred to by Mr. Torrance,) has recently been confirmed by the Court of Queen's Bench *re*. Ness vs. the Municipality of Saltfleet," Michaelmas Term, 1855.*

Toronto, 7th January, 1856. J. George Hodgins.

* The decision of Chief Justice Robinson, in this case was as follows:— "In effecting alterations (in School Sections) the Township Municipal Council may take the initiatory, and can act without any previous request from a Public Meeting (of the School ratepayers); but, if they enter upon such a measure of their own accord, they must see that all parties affected by the alteration have been duly notified of the intended step; and, if they have been applied to on the subject, they are not required to entertain the application until they see that such notice has been given, of which they must be the judges." *13th Queen's Bench Reports, page 408.*

CHAPTER IX.

EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF CANADA, 1857.

On the 26th of February, 1857, His Excellency Sir Edmund W. Head, Governor General, opened the Third Session of the Fifth Provincial Parliament with a Speech from the Throne, in which he made no reference to Educational Matters.

I. EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY. 1857.

March 2nd, 1857. The following Petition was read: Of the Municipal County of the United Counties of York and Peel; praying for the repeal of the Separate School Act. The Petition is as follows:

Your Petitioners respectfully represent to Your Honourable House that a deep and lasting injury has been inflicted on the social and Educational interests of the People of this Country, by Legislation in favour of the establishment of Separate Sectarian Schools.

2. That such Schools, where established, have failed to afford for the education of youth facilities at all comparable with those enjoyed in our Public Schools.

3. That the operation of our Public Common School System, when it has been untrammelled by the Separate School Legislation, has been highly satisfactory, yielding to the youth of our Country educational advantages of a superior order.

4. That the longer continuance of the Law, in relation to Separate Schools, can only result in widening the breach, both socially and intellectually, between the two classes of society, already unhappily separated by its enactment, and in strengthening and perpetuating an almost impassable barrier to the intellectual advancement of the class, for whose benefit it was professedly designed.

5. Your Petitioners, therefore, respectfully, but earnestly, pray Your Honourable House to pass an Act to repeal the Separate School Law, and to secure to all of the youth of our Country equal privileges in our Public Common Schools. And, as in duty bound, Your Petitioner will ever pray.

TORONTO, 4th of February, 1857. JOSEPH HARTMAN, Warden.

March 3rd, 1857. *Ordered*, That Mr. S. B. Freeman have leave to bring in a Bill to authorize the Municipalities in Upper Canada to invest the Clergy Reserve Monies already distributed, and hereafter to be distributed to them, for the uses of Education, and to legalize investments thereof already made for such purposes.

He accordingly presented the said Bill to the House, and the same was received and read for the first time; and ordered to be read a second time on Friday next.

(NOTE.—The following is a copy of this Bill, which was afterwards withdrawn:)

BILL—AN ACT TO AUTHORIZE THE CITY, TOWN, INCORPORATED VILLAGE AND TOWNSHIP MUNICIPALITIES IN UPPER CANADA, TO INVEST THE MONIES RECEIVED FROM THE UPPER CANADA MUNICIPALITIES FUND FOR PURPOSES OF EDUCATION.

Preamble. WHEREAS several of the Municipalities of Upper Canada have invested the money which they have received from the Upper Canada Municipalities Fund for the purposes of Education, and others wish to do so, and it is most desirable to encourage such application of the said Fund, by legalizing such investments and to empower the said Municipalities to invest any monies now on hand, or which they shall hereafter receive from the said Fund, for the purposes aforesaid;

Therefore, Her Majesty, etcetera, enacts as follows:

Municipalities may invest such monies at any rate of Interest.

1. It shall be lawful for the City, Town, Incorporated Village and Township Municipalities, in Upper Canada respectively, from time to time, to invest the portion of the Upper Canada Municipalities Fund which they have already received, or hereafter shall receive, for the purposes of Education, at any rate of interest that shall be agreed upon; and all contracts and securities taken by said Municipalities for such investment and for the payment of interest thereon at such rate, shall be legal and binding upon the parties, and may be enforced in the names of such Municipalities respectively in the Courts of Law and Equity in Upper Canada in the manner in which legal contracts may be enforced when made between individuals; And that all loans and investments already made by any such Municipality of money received from the said Fund, and the securities taken therefor, shall be, and shall be held to have been, from the time when the same were respectively made and taken, valid and binding upon parties, and may be enforced, as hereinbefore mentioned;

Contracts relative to such investment may be enforced.

Investments already made and contracts relative thereto to be valid.

Proviso: How such investments must be secured.

Provided always, that any such investment shall be made by loans to be secured by mortgage in fee upon Real Estate, or by the deposit of Government, or Municipal, Debentures, or in the purchase of such Securities.

Debentures issued to secure such investment to be valid.

II. Any Municipal Debentures given by any Municipality to secure such loan, or investment, shall be legally binding upon such Municipality, notwithstanding the issue thereof may not have been preceded by a By-law, or other formalities required by law.

March 4th, 1857. *Resolved*, That an humble Address be presented to His Excellency the Governor General, praying His Excellency to cause to be laid before this House, a Return of all principal monies received by the University of Toronto and Upper Canada College on any account whatever, since the passing of the Act placing the management of the Endowment of those Institutions in the Government, of the nature of the Securities in which any of those monies have been invested, with a list of various investments that have, from time to time, been made, and a Statement of the length of time that any monies have remained uninvested; and also, a Statement shewing how much, if any, of those monies are in the hands of the Receiver General, and how much, if any, at the disposal of the University; and under what authority such investments have been made.

March 6th, 1857. Pursuant to the Order of the Day a Petition was read of Doctor James Sampson and others, Professors of the Medical Faculty of Queen's College, praying that no exclusiveness may be given to Medical teaching in Canada West, and that the Medical Faculty of Queen's College may receive the same pecuniary support as any other Medical Faculty in Canada.

March 9th, 1857. Pursuant to the Order of the Day, a Petition was read of Mr. R. L. Denison and others, of Toronto; praying that the affairs of the Upper Canada College may be placed, as formerly, under the control of a Council of its own.

March 11th, 1857. Pursuant to the Order of the Day, a Petition was read of the Municipal Council of the County of Kent; praying for the repeal of the Separate School Act.

March 13th, 1857. Pursuant to the Order of the Day, the following Petitions were read (1), of the College of Bytown, praying for an additional aid; (2) of the Trustees of the University of Queen's College, praying that their annual Grant may be increased; (3), also a Petition, from Mr. J. Richardson and Mr. P. Fisher, on behalf of the Belleville Seminary, praying for an Act of Incorporation.

March 17th, 1857. Mr. J. E. Turcotte, from the Committee on Standing Orders, presented to the House the Third Report of the said Committee; which was read, as follows:—Your Committee have examined the following Petition, and find that the

requisite Notice has been given thereon, videlicet, for the incorporation of the Belleville Seminary.

Ordered, That Mr. Joseph Hartman have leave to bring in a Bill to incorporate the Belleville Seminary.

He accordingly presented the said Bill to the House, and the same was received and read for the first time; and ordered to be read a second time To-morrow.

March 18th, 1857. Resolved, That an humble Address be presented to His Excellency the Governor General, praying that he will be pleased to cause to be laid before this House, a Return shewing, *First*, The amount of the Grammar School Investment Fund, on the 31st December, 1856. *Secondly*, The amount available, at the same date, for distribution under the Act, Fourth and Fifth Victoria, Chapter Nineteen. *Third*, The amount annually accruing from the Grammar School Fund for distribution since 1850. *Fourth*, The amount annually accruing from investment, or annual Grants, of the Legislature, for the same period. *Fifth*, The amount annually distributed during the same period. *Sixth* The number of Grammar Schools annually in operation during the same period. *Seventh* The amount deducted from the proceeds of the sales of Grammar School Lands towards the formation of the Upper Canada Improvement Fund.

March 19th, 1857. Pursuant to the Order of the Day, a Petition was read from the Municipality of the Township of Lobo, County of Middlesex; praying that the Municipalities entitled to a Share of the Clergy Reserve Fund, may be allowed to invest the same in Real Property, the interest thereof annually to be applied to the support of Elementary Education within each Municipality.

March 23rd, 1857. Pursuant to the Order of the Day, the following Petitions were read: (1), Of the Municipal Council of the County of Welland; (2), of the Municipality of the Township of York; praying for the repeal of the Separate School Act; (3), Also of the Municipal Council of the County of Welland praying that the Municipalities entitled to a Share of the Clergy Reserve Fund may be allowed to invest the same in real Property, the interest thereof annually to be applied to the support of Elementary Education within each Municipality.

March 26th, 1857. Pursuant to the Order of the Day, a Petition was read from the Municipal Council of the County of Wentworth; praying that Municipalities entitled to a Share of the Clergy Reserve Fund, may be allowed to invest the same in Real Property, the interest thereof annually to be applied to the support of Elementary Education within each Municipality.

March 30th, 1857. Pursuant to the Order of the Day, a Petition was read from the Board of School Trustees of the City of Toronto; praying for the passing of an Act to enable them to sell a certain Lot of Land in the said City, held by them for School purposes, and to appropriate the proceeds thereof to Common School purposes.

The Honourable T. L. Terrill, one of Her Majesty's Executive Council, presented a Return to an Address from the Legislative Assembly to His Excellency the Governor General, dated the Eighteenth instant, praying His Excellency to cause to be laid before the House a Return, shewing, *First*, The amount of the Grammar School Investment Fund, on the 31st December, 1856. *Second*, The amount available, at the same date, for distribution under the Act, Fourth and Fifth Victoria, Chapter Nineteen. *Third* The amount annually accruing from the Grammar School Fund for distribution since 1850. *Fourth* The Amount annually accruing from investment, or annual Grants, from the Legislature for the same period. *Fifth* The amounts annually distributed during the same period. *Sixth* The number of Grammar Schools annually in operation during the same period. *Seventh* The amount deducted from the proceeds of the sales of Grammar School Lands towards the formation of the Upper Canada Improvement Fund. (The following is a copy of this Return:—)

STATEMENT OF THE GRAMMAR SCHOOL FUNDS, AND THE RECEIPTS AND EXPENDITURE FOR GRAMMAR SCHOOLS ANNUALLY, SINCE 1850:—

First. The Amount of the Grammar School Fund which was invested, on December 31st, 1856, was Fifty one thousand and fifty two pounds, six shillings and eight pence (£51,052 6s. 8d.); there was also invested of the distributive Grammar School Fund, Seven thousand five hundred pounds, (£7,500).

Second. The amount in the hands of the Receiver General available for distribution, on December 31st, 1856, under the Acts, Forty-seven George III, Chapter Forty-six, and Sixteenth Victoria, Chapter One hundred and eighty six, was Eleven thousand five hundred and twenty one pounds, nine shillings and ten pence, (£11,121 9s. 10d.) including the Seven thousand five hundred pounds, (£7,500) invested.

Third, Fourth and Fifth. The Amount available for distribution accruing annually since 1850, from Interest on instalments and Rents; from Interest on Investments and from Parliamentary Grants, and the Amounts paid out, were as follows:—

Year.	From Lands.			From Investments.			From Grants.			Total.			Warrants.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1851	880	8	8	1983	15	6	1927	12	6	4791	16	8	4166	2	6
1852	1657	11	9	2116	16	8	1979	16	0	5754	4	5	5432	16	0
1853	1307	12	10	2115	0	2	2419	8	10	5842	1	10	6277	6	8
1854	2078	2	3	2405	9	9	*3000	0	0	7483	12	0	6534	0	3
1855	1209	13	4	2593	4	11	3100	0	0	6902	18	3	7483	10	0
1856	1030	5	7	3269	4	10	3200	0	0	7499	10	5	3278	15	0
£	8,163	14	5	14,483	11	10	15,626	17	4	38,274	3	7	33,172	10	5

Balance of Distributive Fund, on the 31st of January, 1850	£6,419	16	8
Balance of Income, accruing since 1850	£5,101	13	2
Balance, on the First of January, 1857	£11,521	9	10

By the Act, Sixteenth Victoria, Chapter 186, the Annual Grants became part of the Grammar School Income Fund, the expenditure of which is under the direction of the Chief Superintendent of Education. Since that Act came into operation, there has been,—

Paid to the Chief Superintendent	£17,085	3	1
Expended by him, up to December 31st, 1856	15,362	19	1
Balance in the hands of the Chief Superintendent	£1,722	4	0
Balance in the hands of the Receiver General	11,521	9	10
Total available for distribution in 1857	£13,243	13	10

Sixth. The number of Grammar Schools, and the number open during each year, according to the Report of the Chief Superintendent of Education, was as follows:—

Year.	Number of Schools Reported.	Number of Schools Open.	Average Amount available for each School.
1851	No Report	54	£ 89 0 0
1852	No Report	60	96 0 0
1853	64	60	99 0 0
1854	66	63	117 0 0
1855	70	65	106 0 0
1856	74	64	117 0 0

*Up to 1854, the Annual Grant was Two thousand five hundred pounds, £2,500, but, if the whole amount appropriated was not called for, the balance was not carried on.

Seventh. The Amount deducted from the Grammar School Fund for the Upper Canada Improvement Fund, between June, 1853, and December, 1855, has been Two thousand and ninety five pounds, nine shillings and seven pence, (£2,095 9s. 7d), or, at the average rate of Eight hundred and thirty eight pounds, three shillings and ten pence, (£838 3s. 10d,) a year; and for the Year ending on the 31st of December, 1856, it has been Seven hundred and sixty six pounds, fourteen shillings and nine pence, (£766 14s. 9d.)

TORONTO, March, 1857. JOHN LANGTON, Auditor.

April 2nd, 1857. Pursuant to the Order of the Day, the following Petition was read:—(1), Of the Corporation of the Toronto School of Medicine, praying for a similar aid to that Grant to similar Institutions; (2), Of the Synod of the Presbyterian Church of Canada, praying for the repeal of the Separate School Act.

The Honourable T. L. Terrill, one of Her Majesty's Executive Council, laid before the House, by Command of His Excellency the Governor General, the Annual Report of the Senate of the University of Toronto, for the Year 1856.

April 16th, 1857. The Honourable J. Hillyard Cameron, from the Standing Committee on Miscellaneous Private Bills presented to the House the First Report of said Committee; which was read as follows:—Your Committee have examined the following Bill, and have agreed to report the same without amendment: Bill to incorporate the Belleville Seminary.

The Order of the Day for the Second Reading of the Bill to authorize the Municipalities in Upper Canada to invest the Clergy Reserve Monies already distributed, and hereafter to be distributed to them, for the uses of Education, and to legalize investments thereof already made for such purposes, being read;

The Bill was accordingly read a Second time, and referred to a Select Committee, composed of Messieurs S. B. Freeman, Joseph Hartman and B. R. Church, the Honourables J. Hillyard Cameron, Joseph C. Morrison, and Messieurs John Scatcherd, J. W. Gamble and David Roblin to report thereon with all convenient speed; with power to send for Persons, Papers, and Records.

April 20th, 1857. Pursuant to the Order of the Day, a Petition was read from the School Trustees of the United Grammar and Union Schools of the Town of Peterborough; praying for certain alterations in their Trust.

Mr. Wilson Conger, from the Committee on Standing Orders, presented to the House the Ninth Report of the said Committee; which was read as follows,—Your Committee have examined the following Petition, and find the Notice thereon sufficient, videlicet: Of the Board of School Trustees of the City of Toronto.

April 21st, 1857. Ordered, That Mr. George Benjamin have leave to bring in a Bill to authorize the various Townships in Upper Canada to re-divide their respective Townships into School Sections.

He, accordingly, presented the said Bill to the House, and the same was received and read for the first time; and ordered to be read a second time on Monday next.

Note. The following is a copy of this Bill, which was not passed by the House of Assembly:

BILL—AN ACT TO AUTHORIZE THE SEVERAL TOWNSHIP COUNCILS IN UPPER CANADA, TO RE-DIVIDE THEIR RESPECTIVE TOWNSHIPS INTO SCHOOL SECTIONS.

WHEREAS, since the several Townships of Upper Canada were divided into School Sections, a great increase has taken place in population, and a re-division of School Sections has, in consequence, become necessary; Preamble.

Therefore Her Majesty, etcetera, enacts as follows:

Special meeting to be called of each Township Council for considering School Sections and re-arranging them if necessary.

I. A special Meeting of the Municipal Council of every Township, specially called for the purpose, by the Reeve, or, in his absence, by the Deputy Reeve, after due notice shall have been given, by publishing the same, either in the newspaper of the County, or by posting notices in twelve of the most conspicuous places in the Township, shall be held, to take into consideration the necessity and propriety of altering the School divisions, as at present existing, in any such Township, at which Meeting all the Trustees of the various School Sections in the said Township and the Local School Superintendent of the same, shall be notified to attend; and at such Meeting, or any adjournment thereof, it shall and may be lawful for the said Council, to alter, or change, add to, or take from, or otherwise alter any School Section within the limits of their Township, or to abolish the whole and re-divide the Township anew, as the case may require:

Proviso.

Provided always, that where School-houses have been built, such School-houses shall, at all times, in any such re-arrangement, reconstruction, or re-division, be taken as the centre of the particular School Section in which they are situate.

Councillors only to vote. School Trustees, etcetera, may advise.

II. At such Meeting, so convened, as in the last Section of this Act provided, no persons, other than the Township Councillors shall vote, but the said School Trustees and Local School Superintendent, if present, may advise and otherwise express their view for the benefit of the Councillors.

Alterations to be embodied in a By-law.

III. All alterations and additions, so agreed upon, shall be embodied in a By-law to be passed by the Municipality, and shall take effect, unless it be provided to the contrary in such By-law, on the first day of January next following the passing of such By-law.

School Sections so fixed to remain for at least ten years.

IV. Thereupon the limits of the School Section, so fixed and defined, shall continue to be the limits to be observed in the said Township for a period of ten years thereafter at least, and shall not, during that period, be subject to be in anywise altered, changed, or repealed, by any By-law, or Act of the Township Council, or other authority having power to make alterations, or changes, in such divisions.

Inconsistent enactments repealed.

V. All Acts, or parts of Acts, contrary to the provisions hereof are hereby repealed.

April 22nd, 1857. Pursuant to the Order of the Day a Petition was read from Mr. A. W. Kempt and others, of the Town of Peterborough; and of the Town Council of the Town of Peterborough, praying for certain alterations in the Trust of the School Trustees of the United Grammar and Union Schools of the Town of Peterborough.

The House, according to Order, resolved itself into a Committee on the Bill to incorporate the Belleville Seminary; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. A. J. Fergusson reported, That the Committee had gone through the Bill, and made amendments thereunto.

Ordered, That the Report be now received. Mr. Fergusson reported the Bill accordingly; and the Amendments were read and agreed to.

Ordered, That the Bill be read a third time to-morrow.

April 23rd, 1857. Pursuant to the Order of the Day, a Petition was read from Mr. Hugh Abercrombie and others of the County of York, praying for certain amendments to the Common School Law of Upper Canada.

A Bill to incorporate the Belleville Seminary, was, according to Order, read the third time.

Resolved, That the Bill do pass.

Ordered, That Mr. Joseph Hartman do carry the Bill to the Legislative Council, and desire their concurrence.

April 24th, 1857. A Petition was read from Mr. Thomas White, senior, and others, of the Town of Peterborough; praying that no Act may be passed to vest in the Board of School Trustees a portion of the Ground known as the "Court House Block" in the said Town.

Mr. Roger Conger, from the Committee on Standing Orders, reported that the Petitions of Mr. Thomas Matheson and others, for the incorporation of the Village of Mitchell, and of the School Trustees of the United Grammar and Union Schools of the Town of Peterborough, had not sufficient Notice been given of them; and that the Petition of the Canadian Literary Institute of Woodstock, is not of a nature requiring the publication of a Notice.

May 4th, 1857. Pursuant to the Order of the Day, a Petition was read from the Canadian Literary Institute of Woodstock; praying for an Act of Incorporation.

May 6th, 1857. Ordered, That Mr. Ephraim Cook have leave to bring in a Bill to incorporate the Canadian Literary Institute of Woodstock.

May 11th, 1857. Pursuant to the Order of the Day, a Petition was read from Mr. A. Jones and others of Prescott, praying for the passing of an Act to authorize them to dispose of a certain Lot of land in the Town of Prescott, not required for the purposes of Education.

The Honourable T. L. Terrill, one of Her Majesty's Executive Council, laid before the House, by command of His Excellency the Governor General, the—Report of the Council of University College, Toronto, for the Year 1856.

May 12th, 1857. Mr. J. E. Turcotte, from the Committee on Standing Orders, presented to the House the Eighteenth Report of the said Committee; which was read as follows—Your Committee have examined the Petition of Mr. A. Jones and others of Prescott, for power to dispose of a certain Lot in Prescott held in trust for School purposes, it appears that no Notice has been given; but it has been represented to Your Committee that the Lot in question has been found an inconvenient Site for a School-house, and has not been used as such, in consequence for the last three Years,—they, therefore, beg to recommend a suspension of the Sixty-second Rule in this case. It was, therefore,—

Ordered, That the Sixty-second Rule of this House be suspended, as regards a Bill to enable the School Trustees of Prescott to convey a certain parcel of Land, and purchase other Land better suited for School purposes. It was further,—

Ordered, That Mr. William Patrick have leave to bring in a Bill to enable the School Trustees of Prescott to convey a certain parcel of Land, and to purchase other Land better suited for School purposes.

He accordingly presented the said Bill to the House, and the same was received and read for the first time; and ordered to be read a second time on Thursday next.

May 13th, 1857. *Ordered*, That the Petition of the Municipal Council of the County of Wentworth, presented to the House on the 26th of March last, be referred to the Select Committee on the Bill to authorize the Municipalities in Upper Canada to invest the Clergy Reserve monies already distributed, and hereafter to be distributed to them, for the uses of Education, and to legalize investments thereof already made for such purposes.

May 15th, 1857. Mr. Joseph Hartman, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Seventeenth Report of the said Committee which was read as follows:—Your Committee have examined the following Bill, and have agreed to report the same, without any amendment:—A Bill to incorporate the Canadian Literary Institute of Woodstock.

The Honourable T. L. Terrill, one of Her Majesty's Executive Council, laid before the House, by command of His Excellency the Governor General,—The Bursar's Statements and Accounts of the University and Colleges at Toronto, for 1856: and the Estimate of Income for the Year 1857.

The Clerk of the Legislative Council delivered at the Bar of the House, the following Message:—

The Legislative Council have passed the Bill, intituled:—"An Act to incorporate the Belleville Seminary," with several Amendments, to which they desire the concurrence of this House.

The House proceeded to take into consideration the Amendments made by the Legislative Council to the Bill, intituled:—"An Act to incorporate the Belleville Seminary;" and the same were read as follows:—

Page two, line twenty, Leave out "and."

Page two, line thirty-six, Leave out from "and" to "to" in line thirty-seven.

Page two, line thirty-five, After "Seminary," insert, "and it shall be the duty of any individual whatever, having in his possession any subscription Book, Notes, or other Papers, intended for the benefit of the said Seminary, to deliver the same to the said Trustees on their demand."

Page three, line forty-nine. Leave out from "means" to "for," where it occurs the first time in line fifty.

The said Amendments, being read a second time, were agreed to.

Ordered, That the Clerk do carry back the Bill to the Legislative Council, and acquaint their Honours, that this House hath agreed to their Amendments.

May 18th, 1857. Mr. Joseph Dufresne, from the Committee on Standing Orders, presented to the House the Twentieth Report of the said Committee; which was read, as follow:

Your Committee have examined the Petition of the School Trustees of the united Grammar and Union Schools of the Town of Peterborough, and find the notice thereon sufficient; (the Notice in regard to which had been previously reported insufficient, but is now complete).

Ordered, That Mr. Wilson Conger have leave to bring in a Bill to vest the reserved Grammar School Lots in the Town of Peterborough in the Trustees of the Grammar and Union Schools, with power to sell, and to change the Trust.

He accordingly presented the said Bill to the House, and the same was received and read for the first time; and ordered to be read a second time To-morrow.

May *20th*, 1857. The House, according to Order, resolved itself into a Committee on the Bill to incorporate the Canadian Literary Institute of Woodstock; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. N. Casault reported, That the Committee had gone through the Bill, and directed him to report the same, without any amendment.

Ordered, That the Bill be read the third time on Friday next.

May 22nd, 1857. Pursuant to the Order of the Day, the Petition of Mr. John Hanson and others was read; praying for the repeal of the Separate School Act.

A Bill to incorporate the Canadian Institute of Woodstock, was, according to Order, read the third time.

Resolved, That the Bill do pass.

Ordered, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

The House being in Committee of Supply, the Chairman reported the following Resolutions:—

Resolved, That a sum, not exceeding One thousand two hundred and fifty pounds, currency, (£1,250), be granted to Her Majesty, as an aid to the School of Medicine, Kingston; to the School Medicine, Toronto; and to the Canadian Institute, at Toronto; at Two hundred and fifty pounds (£250) each, for the year 1857.

Resolved, That a sum, not exceeding Three hundred and eighty-eight pounds, seventeen shillings and two pence, (£388 17s. 2d.), currency, be granted to Her Majesty, for undrawn balance of Superior Education Estimate of Upper Canada, for 1856.

Resolved, That a sum, not exceeding Five thousand pounds currency, (£5,000), be granted to Her Majesty, as an additional sum for Common Schools in Upper and be distributed as follows:—Upper Canada College, One Thousand one hundred and eleven pounds, two shillings and two pence, (£1,111 2s. 2d.); Victoria College, Queen's College, and Regiopolis College, Kingston, Seven hundred and fifty pounds, (£750), each; Grammar School Fund, Upper Canada, Seven hundred and eighty-eight pounds seventeen shillings and ten pence, (£788. 17. 10); St. Michael's College, Toronto, Five hundred pounds (£500); and Bytown College, Three hundred and fifty pounds, (£350), for the year 1857.

Resolved, That a sum, not exceeding Forty thousand pounds, currency, (£40,000), be granted to Her Majetsy, as an additional sum for Common Schools in Upper and Lower Canada, for the year 1857.

May 23rd, 1857. The Seventy-second Resolution being read a second time as follows:—

Resolved, That a sum, not exceeding One thousand two hundred and fifty pounds, (£1,250), currency, be granted to Her Majesty, as an aid to the School of Medicine, Kingston; to the School of Medicine, Toronto; and to the Canadian Institute at Toronto; at Two hundred and fifty pounds, (£250), each, for the year 1857.

The Honourable William Cayley moved in amendment, thereunto, seconded by the Honourable Attorney-General John A. Macdonald,

That the words "two hundred and fifty," where they occur the first time, and the words: "to the School of Medicine, Toronto," be left out.

And the Question being put, the vote stood as follows: Yeas 40; Nays 9. So it was resolved in the Affirmative.

And the said Resolution, so amended, being read, as follows:—

Resolved, That a sum, not exceeding Five hundred pounds, (£500), currency, be granted to Her Majesty, to the School of Medicine, Kingston; and to the Canadian Institute at Toronto; at Two hundred and fifty pounds (£250) each, for the year 1857.

Mr. Alexander Mackenzie moved in amendment thereunto, seconded by Mr. J. C. Aikins, That the words: "Provided that no part of the said Grant of Two hundred and fifty pounds, (£250), shall be paid in aid of the said School of Medicine, Kingston, until an equal sum be granted and paid to the School of Medicine of Toronto," be added at the end thereof: And the Question being put on the Amendment; the House divided; and the vote stood: Yeas 10; Nays 49; so it passed in the Negative.

And the Resolution, so amended, being read;

Mr. Alexander Mackenzie moved in amendment thereunto, seconded by Mr. J. C. Aikins, that the words "Provided that no part of the said grant of Two hundred and fifty pounds, (£250), shall be paid in aid of the said School of Medicine, Kingston, until an equal sum be granted and paid to the School of Medicine of Toronto," be added at the end thereof;

And the Question being put on the Amendment; the House divided; and the vote stood: Yeas 7; Nays 46; so it passed in the negative.

The Question being then put, That this House doth concur with the Committee in the said Resolution, so amended; the House divided.—And it was resolved in the Affirmative.

May 26th, 1857. A Petition was read from the Municipality of the Township of Adamaston, County of Renfrew; praying for aid to erect a Grammar School in the Village of Renfrew.

May 27th, 1857. A Message was received from His Excellency the Governor General, by Mr. Olivier Vallerand, Gentleman Usher of the Black Rod:—

Mr. Speaker, His Excellency the Governor General desires the immediate attendance of the Honourable House in the Legislative Council Chamber; And being returned,—

Mr. Speaker reported, That agreeable to the Commands of His Excellency the Governor General, he, with the House had attended upon His Excellency in the Legislative Council Chamber, where His Excellency was pleased to give, in Her Majesty's Name, the Royal Assent to the following Public Bill:—

An Act to Incorporate the Belleville Seminary.

May 28th, 1857. The Order of the Day for the second reading of the Bill to authorize the various Townships in Upper Canada to re-divide their respective Townships into School sections, being read; it was,—

Ordered, That the said Order be discharged, and also

Ordered, That the Bill be withdrawn.

The Order of the day for the second reading of the Bill to enable the School Trustees of Prescott to convey a certain parcel of Land, and purchase other Land better suited for School purposes, being read;

The Bill was accordingly read a second time; and referred to the Standing Committee on Miscellaneous Private Bills.

Ordered, That the Seventy-first rule of this House be suspended as regards the said Bill.

May 29th, 1857. Mr. John Sanborn, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Twenty-fourth Report of the said Committee, which was read as follows:—Your Committee have examined the following Bill, and have agreed to report the same, without any amendment:—

Bill to enable the School Trustees of Prescott to convey a certain parcel of land, and purchase other land better suited for School purposes.

June 1st, 1857. The following Petition was read from Mr. Henry Airth, Chairman, on behalf of a Public Meeting of the Inhabitants of the County of Renfrew; praying aid for the erection of a Grammar School in the Village of Renfrew.

The Clerk of the Legislative Council delivered at the Bar of the House the following Message:—The Legislative Council has passed the following Bill, intituled:—"An Act to Incorporate the Canadian Literary Institute of Woodstock, without any amendment.

June 2nd, 1857. The Honourable T. L. Terrill, one of Her Majesty's Executive Council, presented a Return to an Address from the Legislative Assembly to His Excellency the Governor General, dated the 4th March last, for a Return of all principal moneys received by the University of Toronto, and Upper Canada College, on any account whatever, since the passage of the Act placing the management of the Endowment of those Institutions in the Government; of the nature of the Securities in which any of those moneys have been invested, with a list of the various Investments that have, from time to time, been made, and a Statement of the length of time that any moneys have remained uninvested; and also a Statement shewing how much, if any, of those moneys are in the hands of the Receiver General, and how much, if any, at the disposal of the University; and under what authority such investments have been made. (The following is a copy of this Return:—)

UNIVERSITY OF TORONTO.—RETURN TO THE ADDRESS OF THE LEGISLATIVE ASSEMBLY OF CANADA, TO THE GOVERNOR GENERAL FOR INFORMATION AS TO THE PRINCIPAL MONIES RECEIVED AND INVESTED ON UNIVERSITY ACCOUNT, UNDER THE ACT, SIXTEENTH VICTORIA, CHAPTER 89; THE NATURE OF SUCH INVESTMENTS, ETCETERA.

Total amount of Principal Monies received and placed at the credit of "University Permanent Fund," between 22nd of April, 1853, and the 9th of March, 1857,—including repayment of £15,000 lent to the Buffalo, Brantford, and Goderich Railroad Company within that period.				Quarterly Balance of Cash belonging to the "University Permanent Fund," shewing the amount of Money in the Bursar's hands, and ready for Investment at the respective dates given.				Dates and amounts of the various Payments and Investments.				Nature of the Investment.	Authority for the Investment.	Amount over invested at the dates of respective Investments.		
	£	s.	d.		£	s.	d.		£	s.	d.			£	s.	d.
Balance in hand, 23rd of April, 1853	2,061	18	7					1853.					Orders of the Board of Endowment, acting under the 12th Victoria, Chapter 82.—The arrangements were in progress when the change took place, and were carried out by the Bursar.				
								April 26th	1,000	0	0	Mortgage				
								June 22nd	1,500	0	0	Mortgage				
				1853.												
				June 30th	1,230	9	0	June 30th	9	18	9	An Amount overpaid with an Investment returned, and repaid to Mortgage.				
				September 30th	4,474	5	0									
				December 31st	9,276	8	8	December 31st	1,000	0	0	Appropriation for Library	Statute of Senate, Number 58.			
								December 31st	166	16	5	Specimens for Museum.				
				1854.				1854.								
				March 31st	14,922	13	0	March 31st	46	0	4	Purchases for Library.				
				June 30th	21,793	18	1	June 30th	188	0	8	Purchases for Library.				
								July 14th	28,000	0	0	Consolidated Municipal Loan Fund Debentures	Order-in-Council	5,764	3	3
				September 30th				September 30th	50	7	6	Specimens for Museum.				
				December 31st	2,808	14	5	December 31st	40	13	3	Specimens for Museum.				
				1855.				1855.								
				March 31st				March 7th	42	9	0	Specimens for Museum.				
								March 7th	1,5000	0	0	Loan to Buffalo, Brantford, and Goderich Railway Company; repaid on the 16th of July, 1856	Order-in-Council	5,819	11	0
								March 7th	6	5	0	Bank Stock	Added to a Bonus to make up a Share.			
				June 30th	2,625	14	4	June 30th	40	14	6	Specimens for Museum.				
				September 30th	6,277	12	9									
				December 31st				December 21st	11,500	0	0	Consolidated Municipal Loan Fund Debentures	Order-in-Council.			
								December 21st	2,500	0	0	Consolidated Municipal Debentures	Order-in-Council	7,575	9	0
								December 31st	5,500	0	0	Toronto General Hospital Debentures	Order-in-Council.			

UNIVERSITY OF TORONTO.—*Continued.*

Total amount of Principal Monies received and placed at the credit of "University Permanent Fund," between 22nd April, 1853, and the 9th of March, 1857,—including repayment of £15,000 lent to the Buffalo, Brantford, and Goderich Railroad Company within that period.				Quarterly balance of Cash belonging to the "University Permanent Fund," shewing the amount of Money in the Bursar's hands, and ready for Investment at the respective dates given.				Dates and amounts of the various Payments and Investments.				Nature of the Investment.	Authority for the Investment.	Amount over invested at the dates of respective Investments.		
	£	s.	d.		£	s.	d.		£	s.	d.			£	s.	d.
				1856.				1856.								
Amount subsequently received up to December the 31st, 1856	94,023	0	10	March 31st.												
£	96,084	19	5	June 30th.....	2,899	17	8	June 30th.....	84	0	6	Specimens for Museum.				
Amount Invested, as per Statement.....	66,711	5	11	September 30th..	21,483	18	7									
Balance on the 31st of December, 1856..... £	29,373	13	6	December 31st...	29,373	13	6	December 31st...	36	0	0					
£	29,373	13	6													
Amount received between the 31st December, 1856 and the 9th of March, 1857.....	5,751	17	3					£	66,711	5	11					
								January 15th....	2,750	0	0	Law Society Debentures	Order-in-Council.			
								January 15th....	17,250	0	0	Consolidated Municipal Loan Fund Debentures.....	Order-in-Council.			
£	35,125	10	9					February 19th...	4,814	0	0	On account of New University Building to date	Order-in-Council and Resolution of Senate			
Amount invested since the 31st of December, 1856....	24,814	0	0													
Balance of Permanent Fund remaining uninvested.....£	10,311	10	9					£	24,814	0	0					

TORONTO, March, 1857. DAVID BUCHAN, Bursar. JOHN LANGTON, Auditor.

UPPER CANADA COLLEGE.—RETURN TO THE ADDRESS OF THE LEGISLATIVE ASSEMBLY OF CANADA, TO THE GOVERNOR GENERAL, FOR INFORMATION AS TO THE AMOUNT OF PRINCIPAL MONIES RECEIVED AND INVESTED ON ACCOUNT OF UPPER CANADA COLLEGE, UNDER THE ACT, 16TH VICTORIA, CHAPTER 89; THE NATURE OF SUCH INVESTMENTS, ETCETERA.

Total amount of Principal Monies received, and placed to the credit of "Upper Canada Permanent Fund," between the 22nd of April, 1853, and 9th March, 1857.

	£	s.	d.
Balance in hand on the 23rd of April, 1853	84	16	2
Amount subsequently received up to 31st of December, 1856	13,697	5	5
£	13,782	1	7
Amount invested up to the 31st of December, 1856; as per Statement	11,558	19	11
Balance £	2,223	1	8
Amount received between the 31st of December, 1856, and the 9th of March, 1857	663	4	4
£	2,886	6	0
Amount invested since the 31st of December, 1856	1,445	0	0
Balance of the Permanent Fund £	1,441	6	0

Quarterly balance of Cash belonging to the "Upper Canada College Permanent Fund," shewing the amount of Money in the Bursar's hands and ready for Investment at the respective dates given.

	£	s.	d.
1853.			
June 30th	645	16	10
September 30th	1,064	1	11
December 31st	1,585	11	3
1854.			
March 31st	2,608	18	4
June 30th	4,100	6	6
September 30th	1,544	10	7
December 31st	1,871	3	0
1855.			
March 31st	789	12	5
June 30th	2,418	14	1
September 30th	2,683	2	8
December 31st	330	19	4
1856.			
March 31st	922	12	10
June 30th	1,366	2	3
September 30th	1,867	16	2
December 31st	2,223	1	8

Dates and Amounts of the various Payments and Investments.

	£	s.	d.
1854.			
July 14th	2,000	0	0
November 13th	2,963	15	0
1855.			
January 18th	2,149	4	11
December 21st	2,950	0	0
December 21st	1,000	0	0
1856.			
December 23rd	491	0	0
£	11,553	19	11
1857.			
January 19th	1,000	0	0
January 26th	445	0	0
£	1,445	0	0

Nature of the Investment.	Authority for the Investment.
Consolidated Municipal Loan Fund Debentures	Order-in-Council.
Loan to the Toronto Mechanics Institute, making, with £1,631 5s., the price of the Land, £4,600, secured by Mortgage	Statute of the Senate and Order-in-Council.
Repairs to College Buildings	Order-in-Council.
Consolidated Municipal Loan Fund Debentures	Order-in-Council.
Lunatic Asylum Debentures	Order-in-Council.
Addition to the Resident School House	Order-in-Council.
Consolidated Municipal Loan Fund Debentures	Order-in-Council.
Addition to the Resident School House	Order-in-Council.

NOTE.—The Balance on hand will be required to meet the further Expenditure for the addition to the Resident School House. The Amount set apart by the Order-in-Council is £2,629. The Amount hitherto expended is £936, leaving to be provided for, £1,698, so that there is at present nothing to Invest.

TORONTO, 30th March, 1857. DAVID BUCHAN, Bursar. JOHN LANGTON, Auditor.

NOTE.—No money has been paid into the Receiver General's hands at any time, until ordered for investment.

To account for the amount occasionally invested over and above the Cash Balance at the credit of "Permanent Fund," it may be proper to state, that there are the "Surplus Income Fund," the "Deposit Account," and balances of appropriations, for particular purposes, on which the Bursar drew whenever he had an opportunity, leaving the "Permanent Fund" to repay, as money was received on its account.

The Balance of the "Permanent Fund," at present uninvested, would, under ordinary circumstances, be large; but the Architect has estimated that, between the 31st of March, and the 31st of October, of this year, £24,500 will be required for the New Building; and a further sum of £9,000 by the 31st of March, 1858, for which the Bursar must provide.

JOHN LANGTON, Auditor.

TORONTO, 30th March, 1857. DAVID BUCHAN, Bursar.

June 3rd, 1857. On motion of the Honourable J. Hillyard Cameron, seconded by Mr. J. W. Gamble, and,—

Resolved, That an humble Address be presented to His Excellency Sir Edmund W. Head, the Governor General, praying him to cause to be laid before this House, Copies of all Estimates, Accounts, Certificates, and other Documents relating to the Contract of Messieurs Cochrane and Company for the College Avenue Road, Toronto.

June 4th, 1857. The House, according to Order, resolved itself into a Committee on the Bill to enable the School Trustees of Prescott to convey a certain parcel of Land, and purchase other Land better suited for School purposes; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. Robert Bell reported, That the Committee had gone through the Bill, and directed him to report the same, without any amendment.

Ordered, That the Bill be read the third time To-morrow.

The Order of the day for the second reading of the Bill to invest the Reserved Grammar School Lots in the Town of Peterborough, in the Trustees of the Grammar and Union Schools, with power to sell, and change the Trust, being read; it was,—

Ordered,—That the said Order be discharged, and it was also,—

Ordered, That the Bill be withdrawn.

June 5th, 1857. The Honourable Mr. T. L. Terrill, one of Her Majesty's Executive Counsel, laid before the House, by Command of His Excellency the Governor General,—the Annual Report of the Normal, Model, Grammar, and Common Schools in Upper Canada, for 1856, by the Chief Superintendent of Education, it was,—

Ordered, That, in the addition to the number of Copies of the said Report required by the Rules of this House, a sufficient number be printed to furnish a Copy to each School and Municipal Corporation, Local Superintendent of Schools, and Board of Public Instruction in Upper Canada; and that the Sessional Rule be suspended as regards the same.

A Bill to enable the School Trustees of Prescott to convey a certain parcel of Land, and purchase other Land better suited for School purposes, was, according to Order, read a third time.

Resolved, That the Bill do pass, and the Title be, "An Act to enable the Trustees of a certain School Lot in the Town of Prescott, to sell the said Lot, and for other purposes."

Ordered, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

June 9th, 1857. The Clerk of the Legislative Council delivered at the Bar of the House, the following Message:—

The Legislative Council have passed the following Bill, without any amendment:

Bill intituled:—"An Act to enable the Trustees of a certain School Lot in the Town of Prescott to sell the said Lot, and for other purposes."

June 10th, 1857. Mr. Speaker received a Message from His Excellency the Governor General, by Mr. Olivier Vallerand, Gentleman Usher of the Black Rod, as follows: I am commanded by His Excellency the Governor General to acquaint this Honourable House, that it is the pleasure of His Excellency that the Members thereof do forthwith attend him in the Legislative Council Chamber.

Accordingly Mr. Speaker, with the House, went up to attend His Excellency; Whereon His Excellency was pleased to give, in Her Majesty's Name, the Royal Assent to the following Bills:—

An Act to incorporate the Canadian Literary Institute of Woodstock.

An Act to enable the Trustees of a certain School Lot in the Town of Prescott to sell the said Lot, and for other purposes.

II. Educational Proceedings of the Legislative Council, 1857.

March 2nd, 1857. The Honourable Adam Fergusson presented a Petition from the Municipal Council of the United Counties of York and Peel, praying for the repeal of the Separate School law. (For a copy of this Petition, see page 77 herewith.)

March 3rd, 1857. The Honourable John Hamilton presented a Petition from the University of Queen's College, Kingston, praying for pecuniary aid.

March 4th, 1857. The Honourable John Prince presented a Petition from the Municipal Council of the County of Kent, praying for the repeal of all Acts authorizing the establishment of Sectarian Schools.

March 10th, 1857. The Honourable Philip M. Vankoughnet presented a Petition from the Corporation of Bytown College, praying for pecuniary aid.

March 30th, 1857. Pursuant to the Order of the Day, the Petition of the Municipal Council of the County of Wentworth, was read, praying that the interest arising out of the investment of the Clergy Reserve Fund may be applied in each Municipality to the support of Education.

March 31st, 1857. Pursuant to the Order of the Day, the following Petitions were read:—(1) Of the Synod of the Presbyterian Church of Canada, praying that all Acts authorizing the establishment of Separate Schools in Upper Canada may be repealed; (2) Of the Board of School Trustees for the City of Toronto, praying for the passing of an Act to enable them to dispose of a certain Lot of Land, and to apply the proceeds to Common School purposes in the said City.

April 1st, 1857. Pursuant to the Order of the Day, the Petition of the Municipal Council of the Township of York was read:—praying that all Acts authorizing the establishment of Separate Schools in Upper Canada may be repealed.

April 2nd, 1857. The Honourable Philip M. Vankoughnet presented to the House the Annual Report of the Senate of the University of Toronto for the year 1856.

April 20th, 1857. Pursuant to the Order of the Day the Petition of the Joint Board of School Trustees of the United Grammar and Union Schools of Peterborough, was read, praying that a certain block of Land deeded by the Crown in Trust, to the District of Colborne as a public Walk in the said Town, may be used for the purpose of constructing thereon suitable and permanent School Buildings, and that a new Patent may be issued therefor, having for its object to vest the said block of Land in the Joint Board of School Trustees for the purposes aforesaid; also was read on the 22nd instant a similar Petition from the Municipal Council of the County of Peterborough.

April 21st, 1857. Pursuant to the Order of the Day the Petition of Mr. Richard L. Denison and others, who have been educated at Upper Canada College, was read, praying for such an alteration in the Constitution of the said College as will place the management of its affairs, as formerly, under the control of a Council of its own, instead of being governed by the Senate of the University of Toronto.

April 22nd, 1857. Pursuant to the Order of the Day the Petition of Mr. L. Letellier and others of the County of Kamouraska, was read, praying that the grant for Common Schools be increased, and that the same protection be extended to Roman Catholics in Upper Canada as is enjoyed by the Protestants in Lower Canada; (2) also the Petition of Mr. M. Boyd and others of Peterborough, praying that a certain block of Land, deeded by the Crown in trust to the District of Colborne as a public Walk in the said Town may be used for the purpose of erecting thereon suitable and permanent School Buildings, and that a new Patent may be issued therefor having for its object to vest the said block of Land in the Joint Board of School Trustees for the purposes aforesaid.

April 23rd, 1857. Pursuant to the Order of the Day a Petition of the Municipal Council of the County of Welland was read, praying for the repeal of the Separate School Act; and also praying that an Act be passed authorizing the Municipalities to apply the Money arising out of the Commutation of the Clergy Reserves be applied to Educational purposes.

April 24th, 1857. The Honourable P. B. de Blaquiere moved, seconded by the Honourable Adam Fergusson, that an humble Address be presented to His Excellency the Governor General, praying that His Excellency will be pleased to take into His favourable consideration the establishment of a National Canadian Astronomical Observatory, in connection with the University of Toronto.

April 27th, 1857. Pursuant to the Order of the Day, the Petition of Mr. Thomas White, the elder, and others of Peterborough, was read:—praying that no measure may become law having for its object to vest in the Board of School Trustees, for the purpose of erecting a Central School House on a portion of the ground now known as the Court House Block, and originally granted for the purposes of a Public Park.

April 29th, 1857. A Message was brought from the Legislative Assembly by Mr. Joseph Hartman and others, with a Bill intituled: 'An Act to incorporate the Belleville Seminary," to which they desire the concurrence of this House. The said Bill was read for the first time. On motion of the Honourable Ebenezer Perry, seconded by the Honourable John Simpson, it was,—

Ordered, That the said Bill be read a second time on Thursday, the Seventh day of May next.

April 30th, 1857. Pursuant to the Order of the Day the Petition of the Finance Committee of the Belleville Seminary, was read:—praying for an amendment of the Charter of the said Seminary.

May 7th, 1857. The Order of the Day being read for the second reading of the Bill intituled: "An Act to incorporate the Belleville Seminary." The Honourable Ebenezer Perry moved, seconded by the Honourable John Ross, That the Forty-ninth Rule of this House be dispensed with, in so far as it relates to this Bill, and that the said Bill be read a second time presently. After Debate, the question of concurrence was put thereon, the same was resolved in the affirmative. The said Bill was then read a second time accordingly. It was then,—

Ordered, That the said Bill be referred to a Select Committee, composed of the Honourable Messieurs Perry, Ferrier and Ross, to meet and adjourn as they please.

May 8th, 1857. The Honourable Ebenezer Perry, from the Select Committee to whom was referred the Bill intituled: "An Act to incorporate the Belleville Semin-

ary," reported, that they had gone through the said Bill, and had directed him to report the same with several amendments, which he was ready to submit whenever the House would be pleased to receive them. The said amendments were then read by the Clerk.

Ordered, That the said amendments be taken into consideration on Wednesday next.

May 11th, 1857. The Honourable Philip M. Vankoughnet presented to the House the Report of the Council of University College, Toronto, for the year 1856.

May 13th, 1857. The Order of the Day being read for the consideration of the amendments proposed by the Select Committee to the Bill intituled: "An Act to incorporate the Belleville Seminary." The Honourable Ebenezer Perry moved, seconded by the Honourable James Ferrier, that the same be discharged, and that the Bill be referred back to the Select Committee, to whom it was formerly referred, for further consideration. The question of concurrence being put thereon, the same was resolved, in the affirmative, and it was,—

Ordered, accordingly.

May 14th, 1857. The Honourable Ebenezer Perry, from the Select Committee to whom was again referred the Bill intituled: "An Act to incorporate the Belleville Seminary," reported, that they had again gone through the said Bill, and had directed him to report the same with several further amendments, which he was ready to submit whenever the House would be pleased to receive them.

Ordered, That the Report be now received; and the said further amendments were then read by the Clerk as follows:

Page two, Line twenty-five,—After "Seminary" insert "(and it shall be the duty of any individual whatever, having in his possession any Subscription Book, Notes, or other papers, intended for the benefit of the said Seminary to deliver the same to the said Trustees on demand.)"

Page three, Line forty-nine,—Leave out from "means," to "for," where it occurs the first time in Line fifty.

The said amendments being read a second time, and the question of concurrence put on each, the same were agreed to. It was then,—

Ordered, That the said amendments be engrossed, and the Bill, as amended, read a third time to-morrow.

May 15th, 1857. The Honourable Philip M. Vankoughnet presented certain Statements and Accounts of the Bursar of the University of Toronto and Upper Canada College, and also an Estimate of the Income for the year 1857.

Pursuant to the Order of the Day the Bill intituled: "An Act to incorporate the Belleville Seminary," was, as amended, read a third time. The question was put whether this Bill, as, amended, shall pass? It was resolved in the affirmative. It was then,—

Ordered, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed this Bill with several amendments, to which they desire their concurrence.

May 16th, 1857. A Message was brought from the Legislative Assembly by their Clerk, to return the Bill intituled: "An Act to incorporate the Belleville Seminary," and to acquaint this House that they have agreed to the amendments made by the Legislative Council to the said Bill, without any amendment.

May 27th, 1857. His Excellency Sir Edmund Walker Head, Governor General of British North America, being seated on the Throne, the Speaker commanded the Gentleman Usher of the Black Rod to let the Assembly know that "it is His Excellency's pleasure that they attend him immediately in this House." Who being come with their Speaker, The Deputy Clerk of the Crown in Chancery read the titles of the Bills to be passed. Among them was,—

An Act to incorporate the Belleville Seminary.

May 27th, 1857. A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled: "An Act to incorporate the Canadian Literary Institute of Woodstock," to which they desire the concurrence of this House. The said Bill was read for the first time. On motion of the Honourable George S. Boulton, seconded by the Honourable John Hamilton, it was,—

Ordered, That the Bill be read a second time to-morrow.

May 28th, 1857. Pursuant to the Order of the Day the Petition of the Municipal Council of the Township of Horton in the County of Renfrew, was read: praying for aid towards the erection of an Academy, or Grammar School, in the Village of Renfrew.

The Order of the Day being read for the second reading of the Bill intituled: "An Act to incorporate the Canadian Literary Institute of Woodstock."

On motion of the Honourable George S. Boulton, seconded by the Honourable Adam Fergusson, it was,—

Ordered, That the same be postponed until to-morrow.

May 29th, 1857. Pursuant to the Order of the Day the Bill intituled: "An Act to incorporate the Canadian Literary Institute of Woodstock," was read a second time. It was then,—

Ordered, That the said Bill be referred to a Select Committee, composed of the Honourable Messieurs Boulton, J. Morris and Dickson, to meet and adjourn as they please.

May 30th, 1857. The Honourable George S. Boulton, from the Select Committee to whom was referred the Bill intituled: "An Act to incorporate the Canadian Literary Institute of Woodstock," reported that they had gone through the said Bill and had directed him to report the same to the House without any amendment. On motion of the Honourable George S. Boulton, seconded by the Honourable Adam Fergusson, it was,—

Ordered, That the said Bill be read a third time presently. The said Bill was then read a third time accordingly. The question was put whether this Bill shall pass? It was resolved in the affirmative. It was then,—

Ordered, that the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed this Bill without any amendment.

June 4th, 1857. Pursuant to the Order of the Day the Petition of Mr. Henry Airth, on behalf of the inhabitants of the County of Renfrew in Public Meeting assembled, was read, praying for a Grant towards the erection of a Grammar School in the Village of Renfrew.

June 8th, 1857. A Message was brought from the Legislative Assembly by their Clerk with a Bill intituled: "An Act to enable the Trustees of a certain School Lot in the Town of Prescott to sell the said Lot, and for other purposes," to which they desire the concurrence of this House. The said Bill was read for the first time. On motion of the Honourable Walter H. Dickson, seconded by the Honourable James Morris, it was,—

Ordered, That the said Bill be read a second time at the next sitting of the House.

Pursuant to Order the Bill intituled: "An Act to enable the Trustees of a certain School Lot in the Town of Prescott to sell the said Lot, and for other purposes," was read a second time. It was then,—

Ordered, That the said Bill be referred to a Select Committee, composed of the Honourables Messieurs Dickson, Hamilton and James Morris, to meet and adjourn as they please.

June 9th, 1857. The Honourable Walter H. Dickson, from the Select Committee to whom was referred the Bill intituled: "An Act to enable the Trustees of a certain School Lot in the Town of Prescott to sell the said Lot, and for other purposes," reported, that they had gone through the said Bill, and had directed him to report the same to the House, without any amendment. It was then,—

Ordered, That the said Bill be read a third time at the next sitting of the House.

June 9th, 1857. Pursuant to Order, the Bill intituled: "An Act to enable the Trustees of a certain School Lot in the Town of Prescott to sell the said Lot, and for other purposes," was read a third time. The question was put whether this Bill shall pass? It was resolved in the affirmative. It was then,—

Ordered, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed this Bill without any amendment.

CHAPTER X.

EDUCATIONAL ACTS PASSED BY THE LEGISLATURE IN 1857.

20TH VICTORIA, CHAPTER CLXXXIV.

Sir Edmund W. Head, Governor General.

AN ACT TO INCORPORATE THE BELLEVILLE SEMINARY.

Assented to May 27th, 1857.

Preamble. WHEREAS the Religious Community in this Province denominated *The Methodist Episcopal Church in Canada,* have, by the voluntary Contributions of themselves and their friends, constituted and established in the Township of Thurlow, near the Town of Belleville, in this Province, an Institution of Learning called the "Belleville Seminary," designed to teach a system of Classical, Scientific and Commercial, Instruction, free from sectarian tenets and Religious tests, while its moral government is based on Christian principles, as revealed in the Holy Scriptures;

AND WHEREAS the said Religious Community, in their administration, order and discipline, have certain Courts called respectively "Quarterly," "Annual," and "General Conferences," in which certain prerogatives and powers are vested for the government of the whole Body, the last named whereof being the Supreme Assembly, is composed and constituted according to the following rule, as recorded in the Journals thereof, videlicet:

"The General Conference shall be composed of one Member for every two of each Annual Conference, to be appointed either by seniority, or choice, at the discretion of each Annual Conference; such Representatives shall have travelled at least four years and be ordained Elders at the time of their appointment."

"That, in case the Delegates be obtained by election, instead of seniority, it shall be by Ballot; one of the General Superintendents shall preside in the General Conference; but, in case no General Superintendent be present, the General Conference shall chose a President *pro tempore;*"

Which General Conference of the said Church consists, at the present time, of the undermentioned persons, videlicet: James Richardson, John Baily, W. D. Hughson, G. P. Harris, J. C. Tufford, J. Wood, S. L. Karr, R. B. Cook, E. Bristol, B. Brown, L. P. Smith, T. Webster, A. Jones, S. Dunnett, I. B. Richardson, G. Abbs, W. F. Lowe, A. L. Thurstan, E. Lounsberry, C. W. Fraser, G. Bennett, J. Curts, W. Pirrite, E. Bartram,

D. Griffin, H. Dockham, J. Foster, O. Collamore, S. Stewart, E. Draper, W. Brown, D. Wilson, S. Young, A. Lane, J. H. Johnson, J. Gardiner, A. Wright, D. Pomroy, B. Smith, J. G. Bull, J. Hill, N. H. Howard, S. W. LaDu, G. Jones, G. I. Betts, E. Orser, J. A. Rogers and T. Lewis; Philander Smith being General Superintendent, or Bishop;

And the design of the Founders of the said Institution is to have it placed under the control and management of the General Conference of the said Church in Canada, constituted according to the above cited Rule, or to any other Rule which it may subsequently, from time to time, enact, or adopt, in regard to its own constitution, or formation;

And whereas, it is expedient for the effectual management of the said Institution of Learning, and for the better attainment of the laudable purpose contemplated in its erection, that it should be invested with corporate powers by the provision and sanction of the Legislature of the Province:

Therefore Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

Corporation formed.

I. The undermentioned Persons, videlicet: Samuel Gilbert, Caleb Gilbert, Robert Bird, and Elias VanDewaters, of the Township of Sidney, County of Hastings, John Cummer, of Waterdown, and John Rymal, of Ancaster, in the County of Wentworth, Nathan Jacobs, of London, County of Middlesex, Philip Carman, of Matilda, County of Dundas, John Campbell of Brooklin, County of Ontario, Samuel Osborne of Sophiasburg, County of Prince Edward, and Peter Fisher of Nelson, County of Halton, being the present Board of Trustees, and their Associates and Successors, to be appointed, as hereinafter provided, shall be, and they are hereby constituted and declared to be, a Body politic and corporate, by the name of the Belleville Seminary, and by that name shall have perpetual succession and common Seal, with power to break, alter, or renew, the same at their discretion; and shall, by the same name, have power to sue and be sued, implead and be impleaded, answer and be answered unto, in any and every Court holding Jurisdiction in this Province, as well for the collecting of all sums due on any subscription for the erecting and completing of the said Institution, whether such subscriptions were made payable to themselves, the said Trustees, or to other persons, for the said Seminary, and it shall be the duty of any individual whatever, having in his possession any Subscription Book, Notes, or other Papers, intended for the benefit of the said Seminary, to deliver the same to the said Trustees on their demand, as for the fulfilling of all contracts and debts heretofore made by any of the aforesaid Trustees, or any other Parties in their name, or on their behalf, or which may be made in the future improvement and management thereof, and the Tuition connected therewith; and, by the same name, shall be able and capable in Law to take, purchase and hold, by any legal title whatsoever, all such Lands, Tenements, Possessions and Property, Real and Personal, as may be necessary for the actual use and occupation of the said Seminary, and to accept and hold, within the limit hereinafter prescribed, for the benefit of the said Seminary, any Gifts, or Bequests, of Property, Real, or Personal, and to sell and alienate any Property so given or bequeathed, and to apply the proceeds of such sale, or sales, in the manner prescribed in its Rules, or Regulations, for the benefit of the said Seminary;

Corporate name and general corporate powers.

Proviso: as to real estate.

Provided always, that no Real Estate, not required for the actual use and occupation of the said Seminary, shall, at any time, be held by the said Corporation for a longer period than two years; and that any such

Real Estate, not sold and alienated within two years from the time when the same is received by the said Corporation, shall revert to the Party, from whom the same came to the Corporation, or to his, or her, heirs, or devises;

Provided also, that no money arising from the Sale of any Property, derived by Gift, or Bequest, shall be invested in Real Sstate, but shall be applied first to the liquidation of any debt due upon the Buildings and Grounds occupied for the said Seminary, and then to the general purposes of the Corporation; Proviso: as to investment of money.

And provided also, that, in case sufficient means shall not be received by the said Trustees for the liquidation of the debts now due, then it shall be lawful for the said Corporation to mortgage, or sell and alienate any portion, or all, of the Real Estate held by the said Corporation, and to apply the proceeds to the liquidation of the debts in this proviso mentioned. Proviso. Corporation may mortgage property in certain cases.

II. It shall and may be lawful for the said General Conference, from time to time, and at all times hereafter, at any of its Meetings, whether general, or special, called and held in accordance with the constitution and By-laws thereof, to supersede, at their discretion, when the good of the Institution may appear to require it, any of the said Trustees and their Successors by appointing others, or other, in their, or his, place; and also to supply any vacancy in said Corporation caused by the death, resignation, or removal from the Province, of any of the aforesaid Trustees, or their Successors; and the Certificate of the Persons, for the time being, exercising the Offices of President and Secretary of the said General Conference, shall be conclusive proof of the due appointment of any new Trustees, or Trustee, as aforesaid, unless, and until it shall be declared by some competent Court of Justice, that such Certificate was not correctly given, or properly obtained; General Conference may supersede any of the Trustees and appoint others. Evidence of appointment.

Provided always, that no Ecclesiastic shall at any time be appointed to, or hold the office of Trustee; Proviso.

And provided further, that it shall not be lawful to remove any of the present Trustees, until they shall first be relieved from all personal responsibility on account of any debt incurred by them in purchasing Property and erecting Buildings for the said Seminary. Proviso.

III. And, in order to provide for the good Government and efficient Management of the said Institution, it shall and may be lawful for the Annual Conferences of the said Church, at each of their Annual Meetings, to nominate and appoint suitable Persons to the number of six, each Annual Conference to appoint an equal number, so as to make, in the whole, the number of six, who, in conjunction with a Bishop, or General Superintendent, of the said Church, shall be associated with the aforesaid Trustees, or their Successor, and with them form a Joint Board, to be called the "Board of Management," at which a Bishop shall preside, but, in case no Bishop shall be present, then a Chairman shall be chosen from among themselves; the functions of the said Joint Board of Management shall be to determine and manage, from time to time, the number, order and duties of the several Professors and Teachers in the said Seminary, and also of the other Officers and Servants thereof; and to appoint and remove, as occasion may require, such Professors and Teachers and Officers and Servants respectively, or to prescribe the mode of their appointment and removal; and to determine the amount of their respective Salaries, Allowances and Fees, and when, and how, the same shall be paid; and to devise the ways and means, for raising the funds required for completing and sus- Board of Management constituted. Functions of such Board.

Making by-Laws.

taining the said Institution in all its departments for the future; and also to enact, alter, or repeal, from time to time, such Rules and Regulations as they seem proper for the government of the said Institution, the terms and conditions of Tuition, and for the general management thereof; any seven Members of the said Joint Board of Management, including the Bishop, or other presiding Officer, shall be a quorum for transacting business; and it

Accounts.

shall be the duty of the said Joint Board to cause an abstract of the Treasurer's Account, and an outline of the state and prospects of the said Institution to be laid before each Annual Conference of the said Church at each of its Annual Meetings, for the information of the Members thereof; the

First meeting of Board.

first Meeting of the said Joint Board, as well as all its Special Meetings, shall be called by the senior General Superintendent, or Bishop, of the said Church, for the time being, or by any two Members thereof; but the time and place for holding all regular Meetings of the said Joint Board, after the first, shall be fixed by the Board;

Proviso: in case of the vacancy of the office of Bishop, etcetera.

Provided always, that, if at any time, the Office of Bishop, or General Superintendent, shall be vacant, or any vacancy shall exist in the said Joint Board, by any reason whatever, the then existing Members of the said Joint Board, there being not les than ten in number, holding their offices according to the provisions of this Act, shall have full power to do and perform all and every act and thing which it may be lawful for the said Joint Board to do and perform, if there were no such vacancy.

20TH VICTORIA, CHAPTER CCXVII.

AN ACT TO INCORPORATE THE CANADIAN LITERARY INSTITUTE OF WOODSTOCK.

Sir Edmund Walker Head, Governor General.

(Assented to on June the 10th, 1857.)

Preamble.

WHEREAS it has been represented to the Legislature of this Province, that divers Inhabitants of the said Province have used their efforts to establish an Educational Institution in connection with that Denomination of Christians called Regular Baptists, in the Town of Woodstock, in this Province;

AND WHEREAS it would tend greatly to advance and extend the usefulness of the said Institution, and to promote the object of the projectors thereof, that it should be incorporated:

Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Corporation established.

I. There shall be, and there is hereby constituted and established, at the Town of Woodstock, a Body politic and corporate, under the name

Corporate name and constitution.

and style of the "Canadian Literary Institute," which Corporation shall consist of fifteen Trustees, two thirds of whom shall belong to the Denomination of Christians called Regular Baptists, and five of whom shall go out of office annually, in rotation, and their places shall be supplied in

First Trustees.

manner hereafter mentioned; and that Archibald Burtch, of Woodstock, Esquire, Edward Topping, of Woodstock, Esquire, John Hatch, of Woodstock, Esquire, the Reverend T. L. Davidson, of Brantford, M.A., Abram Carrol, of Oxford, Esquire, James Kintrea, of Woodstock, Esquire, William Winter, of Brantford, Esquire, H. J. Barber, of Townsend, Esquire, the Reverend William Wilkinson, A.M., of Lobo, the Reverend R. A. Fyfe, of Toronto, Edward V. Bodwell, J.P., of Mount Elgin, Reid Baker, of Waterdown, Esquire, Oliver Mabee, of Victoria, Esquire, Jordan Charles, of Woodstock, Esquire, and Rowley Kilbourne, of Beamsville, Esquire, shall be, and are hereby appointed and declared to be, the first

fifteen Trustees of the said Institution, and shall be and are hereby constituted one body politic and corporate by the name of the "Trustees of the Canadian Literary Institute," and shall by the same Name and for the purposes aforesaid, have perpetual succession, to be kept up in manner hereinafter directed, and shall have a common Seal, with power to break, alter, and renew the same at their discretion, and may, by the same Name, sue and be sued, implead and be impleaded, answer and be answered, in any and every Court of this Province; and the said Trustees and their Successors shall have full power to make and establish such and so many Rules and Orders and Regulations, (not being contrary to the Laws of this Province, or to this Act), as they shall deem useful, or necessary, as well concerning the System of Education in, as for the conduct and government of the said Institution, and for the superintendence, advantage, and improvement of all the Property, Real, or Personal, which may belong to the said Corporation, and they shall be able and capable in law to take, purchase and hold, by any legal title whatsoever, all such Lands, Tenements, Possessions and Property, Real and Personal, as may be necessary for the actual use and occupation of the Institution, and to accept and hold, within the limits hereinafter prescribed, for the benefit of the said Institution, any gifts, or bequests, or Property, Real, or Personal, to sell and alienate any Property so given, or bequeathed, and to apply the proceeds of such sale, or sales, for the use and benefit of the said Institution;

General corporate powers.

Real property.

Provided always, that no Real Estate not required for the use and occupation of the said Institution, shall, at any time, be held by it for a longer period than two years, and that any such Real Estate not sold and alienated within two years of the time when the same is received by the said Corporation, shall revert to the party from whom the same came to the Corporation, or to his, or her, Heirs, or Devisees;

Proviso, as to investments.

Provided also, that no money arising from the sale of any Property derived by gift, or bequest, shall be invested in Real Estate, but shall be used, or invested for the benefit of the Institution.

II. And the said Corporation shall further have the right of appointing an Attorney, or Attorneys, for the management of its affairs, and all other rights necessarily incident to a Body corporate;

May appoint an attorney, etcetera.

Provided always, that no Rule, Order, or Regulation, which shall be made and established by the said Corporation, in manner aforesaid, shall be of any force, or effect, until the same shall have been sanctioned by a vote of, at least, three-fifths in number of the said Trustees, or their Successors, as aforesaid.

Proviso: as to by-laws.

III. For making provision for filling up vacancies in the places of Trustees dying, resigning, or going out of Office, and for transacting other business of the same, there shall be holden in each year an Annual Meeting of the Subscribers, or Contributors, to the said Institution; and the first of such Annual Meetings shall be holden at the Town of Woodstock, on the third Thursday in December, in the year of our Lord One thousand eight hundred and fifty-seven, and each subsequent Annual Meeting shall be holden on the Thursday next before the Twenty-fifth day of December in each succeeding year.

Annual meetings of Subscribers.

First meeting

Subsequent meetings.

IV. At the Annual Meeting to be holden on the third Thursday in December, One thousand eight hundred and fifty-seven, and at every subsequent Annual Meeting, five of the said Trustees shall go out of Office until the whole of the Trustees appointed by this Act shall have gone out of Office, and, at each of such Annual Meetings as last aforesaid, five

Retirements of Trustees and election of others.

Trustees shall be elected by Ballot by the Subscribers, and shall hold Office for three years from the time of their appointment;

Proviso: who may vote.

Provided always, that no Person shall be eligible to vote at such Elections who shall not have subscribed Five pounds, at least, to the Funds of the said Institution; and the Board of Trustees, so elected and filled up, shall, by a majority, elect a Secretary, Treasurer, Principal, and Teachers to the said Institution;

Proviso.

Provided always, that the Treasurer shall, before entering on this duty as such, find good and sufficient security to the satisfaction of the said Trustees, for the due performance of the trusts reposed in him;

Proviso.

Provided always, that no act in the premises shall be done at any such Annual, or other, Meeting of the Subscribers, unless such act shall be agreed to by a vote of two-thirds of the Subscribers present at such Meeting.

Application of revenues of the Corporation.

V. All Property, which shall, at any time, belong to the said Corporation, as well as the Revenues thereof, shall, at all times, be exclusively applied and appropriated to the advancement of Education in the said Institute, and to no other Object, Institution, or Establishment whatever.

Returns to be made to the Governor when required.

VI. It shall be the duty of the said Corporation, at all times, when they may be called upon so to do by the Governor of this Province, to render an account in writing of their Property, in which shall be set forth in particular, the Income by them derived from Property held under this Act, and the source from which the same has been derived; also the number of Teachers employed in the various branches of Instruction, and the course of Instruction pursued.

Public Act.

VII. This Act shall be deemed a Public Act.

20TH VICTORIA, CHAPTER CCXXII.

AN ACT TO ENABLE THE TRUSTEES OF A CERTAIN SCHOOL LOT IN THE TOWN OF PRESCOTT TO SELL THE SAID LOT, AND FOR OTHER PURPOSES.

Sir Edmund Walker Head, Governor General.

(Assented to on June the 10th, 1857.)

Preamble.

WHEREAS Alpheus Jones, Justus S. Merwin, John Patton, William J. Scott, Hamilton Dibble Jessup, Samuel Crane, The Reverend Robert Boyd, The Reverend Robert Blakey and Alfred Hooker, the Trustees of the School Lot fronting on the North Side of King Street, in the Town of Prescott, have, by their Petition of the Legislature, represented that the late Mrs. Susannah Jessup, of the said Town of Prescott, in the County of Grenville, did, by a Indenture, bearing date the Twenty-eight day of June, in the year of Our Lord, One thousand eight hundred and thirty-two, convey to Alpheus Jones, Justus S. Merwin, John Patton, William James Scott, Hamilton Dibble Jessup, Samuel Crane, Rice Honeywell, The Reverend Robert Boyd, and the Reverend Robert Blakey, and to their Successors in Office, in trust forever, for a Public School, the parcel of ground fronting on the North Side of the King's Highway, now known as King Street, and the West Side of West Street, in the Town of Prescott aforesaid;

AND WHEREAS the said Trustees further represent, that doubts have arisen as to the validity of the said Conveyance of the said Susannah Jessup, and they desire that the said Conveyance for the purposes therein mentioned;

AND WHEREAS the Trustees of the said School Lot further represent, that the said School Lot, from its location on the principal business Street

of the said Town of Prescott, is not suitable for the purposes of a School, and they are desirous to sell and dispose of the above mentioned Property, namely, the School Lot butted and bounded as follows: commencing at the South-west angle of the said Lot; thence, south fifty-three Degrees west, one hundred and thirty-two feet; thence, north thirty-seven Degrees west, one hundred and ninety-eight feet; thence, north fifty-three Degrees east, one hundred and thirty-two feet; thence, south thirty-seven Degrees east, one hundred and ninety-eight feet, to the King's High-way and place of beginning,—described in the said Indenture of Conveyance, dated the Twenty-eighth day of June, in the year of Our Lord, One thousand eight hundred and thirty-two, and to appropriate the proceeds of the sale to the purchase of a Lot of Ground in the said Town of Prescott, in a more suitable location, for the purpose of erecting thereon a School House and Buildings:

Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

The conveyance to the Trustees confirmed; and they may sell the Lot and purchase another.

I. The said Indenture of the said Susannah Jessup, bearing date the Twenty-eighth day of June, in the year of our Lord, One thousand eight hundred and thirty-two, shall be, and is hereby declared to be, a valid Conveyance, in fee, for the purposes therein mentioned; And it shall and may be lawful for the Trustees of the said School Lot, and their Successors, or a majority of them, to sell, alienate and convey, by a good and sufficient Title, under their hands and seals, the said School Lot, and apply the proceeds thereof towards the purchase of a Lot of Ground in the said Town of Prescott, and for the purpose of erecting thereon a School House and Buildings for the purposes of the said School.

Public Act.

II. This Act shall be deemed a Public Act.

CHAPTER XI.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1857.

February 2nd, 1857. The Chancellor, the Honourable R. E. Burns, laid before the Senate a Commission under the hand and seal at arms of His Excellency the Governor General appointing Mr. Henry H. Croft, D.C.L., Professor of Chemistry and Experimental Philosophy, University College, Toronto; Mr. John B. Cherriman, M.A., Professor of Natural Philosophy, University College, Toronto; Mr. Daniel Wilson LL.D., Professor of History and English Literature, University College, Toronto. The Reverend John Jennings, D.D., The Honourable James Patton and Mr. Oliver Mowat, Queen's Council, Members of the Senate of the University of Toronto, which commission was read.

Professor Henry H. Croft, Mr. J. B. Cherriman and Doctor Daniel Wilson, and the Honourable James Patton, took their seats as Members of the Senate.

Read a Memorial, dated the 10th day of January last, from the Reverend George Maynard, M.A., praying the Senate to give him an order on the Bursar for the amount of one year's house rent and his proportion of fees, as an addition to the allowance made to him by His Excellency the Governor General.

The Chancellor, the Honourable R. E. Burns, laid before the Senate a copy of a Letter dated the 6th day of January last, addressed by the Bursar, to Mr. R. T. Pen-

nyfather, Private Secretary of His Excellency the Governor General, containing an Estimate of the Income and Expenditure of Upper Canada College for the year 1857.

Read a Memorial, dated the 2nd day of February instant, from the Toronto School of Medicine, requesting the Senate to modify the subjects of examination for matriculation in Medicine.

The Vice Chancellor, Mr. John Langton, seconded by the Reverend Doctor Adam Lillie, moved, that Doctor McCaul, Professor H. H. Croft and Professor Daniel Wilson be added to the Building Committee. (Carried)

The Vice Chancellor, Mr. John Langton, seconded by the Reverend Doctor Michael Willis, moved, That the sum of Five thousand pounds, (£5,000), out of the appropriation of Twenty thousand pounds, ($20,000). for the Library and Museum, be placed at the disposal of the Library Committee. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes, moved, That the sum of Two thousand pounds, (£2,000), out of the appropriation of Twenty thousand pounds, ($20,000). for the Library and Museum, be placed at the disposal of the Museum Committee, in lieu of any former appropriation out of the same Fund. (Carried)

February 11th, 1857. Read a Letter, dated the 7th day of February, instant, from the Provincial Secretary, transmitting two Statutes passed by the Senate, on the 22nd day of December, last, duly approved by His Excellency the Governor General.

Read a Letter, dated the 7th day of February, instant, from the Provincial Secretary, transmitting two Statutes passed by the Senate on the 29th day of December last, duly approved by His Excellency the Governor General.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved, That, in passing the Statute raising the salary of the Messenger, it was the intention of the Senate that it should take effect from the first day of January, 1856. (Carried.)

Pursuant to notice, the Vice Chancellor, Mr. John Langton, introduced a Statute relative to the Committee on Upper Canada College, which was read a first time on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relative to Fees and Salaries in Upper Canada College, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relative to Upper Canada College which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis.

February 20th, 1857. The Members present were not sufficient to constitute a quorum.

February 23rd, 1857. The Statute relative to the Committee of Upper Canada College was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie.

The Statute relative to Upper Canada College was taken up and considered clause by clause, and was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie.

The Statute relative to Fees and Salaries in Upper Canada College was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis.

The Committee on Upper Canada College presented a Report on the present state of that Institution, which was read by Mr. John Langton, Vice Chancellor.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relative to the times of holding Examinations, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, and duly seconded.

February 26th, 1857. The Statute relative to the Committee of Upper Canada College was passed, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie.

Professor J. B. Cherriman, seconded by Professor Daniel Wilson, moved in amendment to the first clause of the Statute, That the Masters shall rank as follows, videlicet: —1. The First Classical and the Mathematical Masters, according to the date of their appointments. 2. The Second Classical Master. 3. The Third Classical Master. 4. The First English and the French Masters, according to date of their appointments. 5. The Second English Master and the Commercial Master, according to the date of their appointments. (Carried.) The fourth clause was also carried.

Mr. Oliver Mowat, seconded by Professor Daniel Wilson, moved: That the following be substituted for the fifth clause of the Statute relating to Upper Canada College: That the economic management of the Resident School House be entrusted to the College Committee, subject to such directions as the Senate may, from time to time, give by Resolution, with reference thereto. (Lost.)

The several clauses of the Statute, from the fifth to the ninth inclusive, were respectively carried.

The Statute relating to Upper Canada College, as amended, was passed, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie.

The Statute relative to Fees and Salaries in Upper Canada College was passed, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis.

The Statute relative to the time of holding Examinations was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by Professor Daniel Wilson.

March 4th, 1857. Read a Letter, dated the 2nd day of March, instant, from the Provincial Secretary, acknowledging the receipt of the Annual Report of the Senate.

Read a Memorial, dated the 3rd day of March, instant, from the Reverend George Maynard, M.A., praying for a re-consideration of his case by the Senate.

Read a Letter, dated the 20th day of February last, from the Bursar, transmitting a Statement of the amount of Insurance upon the Property of the University and Colleges.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, moved: That Professors Henry H. Croft, Daniel Wilson and J. B. Cherriman, be added to the Committee for revising the Statute of subjects for Examination in Arts. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman, moved: That, by the words: "date of appointment" in the first clause in section three of the Statute on Upper Canada College, passed on the 26th of February, 1857, was intended to mean the "date of the original appointment as a Master in Upper Canada College. (Carried.)

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relating to the Corporate Seal of the University, which was read a first time on motion of the Vice Chancellor, seconded by Doctor Daniel Wilson.

Yeas: Mr. John Langton, Vice Chancellor, Reverend Doctor Adam Lillie, Doctor Michael Barrett, M.A., Professors H. H. Croft, J. B. Cherriman, and Daniel Wilson, Reverend John Jennings. 7.

Nays: Reverends Doctors McCaul and Ryerson; and Messieurs Wilson, Patton and Mowat. 5. So it passed in the affirmative.

March 5th, 1857. Read a Letter from Mr. Peter Freeland, the Registrar, praying for leave of absence for three months from his duties as Registrar of the University.

The Reverend Doctor Michael Willis, seconded by the Reverend Doctor Adam Lillie, moved: That the request of Mr. Peter Freeland, Registrar, for leave of absence for three months be granted. (Carried.)

Mr. John Langton, Vice Chancellor, read a Letter from Mr. David Buchan, Bursar, dated the 4th of March, instant. A discussion on the subject matter thereof was postponed.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute respecting Scholarships, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relating to the Senate, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relating to the Corporate Seal of the University, which was read a first time on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relating to the office of Vice Chancellor, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relating to the Senate, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relating to the subordinate Officers of the University, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor Michael Barrett.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relating to Examiners and Examinations, which was read a first time, on motion of Mr. John Langton, seconded by Doctor Daniel Wilson.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relating to Prizes and Certificates of Honour in the University, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul.

March 4th, 1857. The Statute relative to Rules was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman.

The Statute relative to the Corporate Seal was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Honourable James Patton.

The Statute relative to the Office of Vice Chancellor was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by Professor H. H. Croft.

The Statute relative to the Senate was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson.

The Statute relative to Examiners and Examinations was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor Michael Barrett.

March 12th, 1857. Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relative to the Library, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relative to the Museum, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute re-

lative to the Grounds, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor Michael Barrett.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relative to the Observatory, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie.

March 18th, 1857. Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved, That the Statute on the Library be read a second time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor Michael Barrett, moved, That the Statute relating to the Museum be read a second time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman, moved, the Statute relating to the Museum be read a third time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes, moved, That the Statute relating to the Museum be read a second time. (Carried.)

March 19th, 1857. Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman, moved: That the Statute relating to the subjects of Examination in Arts be read a first time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson, moved: That the Statute relating to the time of holding Examinations and conferring Degrees be read a second time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Egerton Ryerson, moved: That the Statute relating to Scholarships in the University be read a second time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor Michael Barrett, moved: That the Statute relating to Medals, Prizes and Certificates of Honour in the University be read a second time. (Carried.)

March 25th, 1857. The Statute, relative to the subject of Examinations in Arts was taken up and discussed clause by clause. Mr. Oliver Mowat, seconded by the Reverend Doctor John McCaul, moved: That Messieurs Brough and Crooks be the Examiners in Law for the present year. (Carried.)

March 26th, 1857. The Statute relative to the subjects of Examination in Arts was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis, moved: That certain Gentlemen named be appointed Examiners in Medicine and Arts for the present year. (Carried.)

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relative to Diplomas in the Department of Civil Engineering, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by Professor Daniel Wilson.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relative to Diplomas in the Department of Agriculture, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes.

Mr. John Langton, Vice Chancellor, seconded by Professor Daniel Wilson, moved: That the Statute relative to Scholarships in the University be re-considered. (Carried.)

April 1st, 1857. Pursuant to notice, the Honourable James Patton introduced a Statute to grant an annual allowance to the Reverend George Maynard, M.A.

The Honourable James Patton, seconded by Doctor Michael Barrett, moved: That the Statute for granting a retiring allowance to the Reverend George Maynard, M.A., be now read a first time.

The Honourable Adam Fergusson, seconded by Mr. David Christie, moved in amendment: That it is not expedient to make any further recommendations, or explanations, to the Governor-in-Council respecting the case of the Reverend George Maynard, which amendment was carried; and it was agreed that the following answer be sent to Mr. Maynard's Memorial of the 3rd of March: That the Senate have seen no reason to change the opinion which they have already expressed, that Mr. Maynard should receive a small stipend, "in consideration of his long services," as Master in Upper Canada College, but decline making any further recommendations to the Government on the subject.

The Reverend Doctor John Jennings, seconded by Mr. David Christie, moved in amendment: That the Registrar, Mr. P. Freeland, be instructed to acknowledge the receipt of the Reverend Mr. Maynard's Memorial, and to send to him a copy of the Resolution passed by the Senate this evening, in reference to his case. Which amendment was Lost.

The original motion was then put and carried.

April 2nd, 1857. The Statute relating to the subordinate Officers and Servants of the University was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes.

The Statute relating to Degrees in the Faculty of Arts was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor Michael Barrett.

The Statute relating to Diplomas in the Department of Civil Engineering was read a secod time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie.

The Statute relating to Diplomas in the Department of Agriculture was read a second time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute, relating to Degrees in the Faculty of Medicine, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relating to the subjects of Examination in Medicine, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman.

April 8th, 1857. Read a Letter, dated the third day of April, instant, from the Provincial Secretary, informing the Senate that His Excellency the Governor General had been pleased to appoint the Reverend Walter Stennett, M.A., to be Principal of Upper Canada College, in the room of Mr. F. W. Barron, M.A., resigned.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute relative to the subjects of Examination in Agriculture, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute to repeal existing Statutes, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes.

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute appointing a Registrar of the University, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Egerton Ryerson.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Egerton Ryerson, moved: That the Statutes relative to subordinate Officers and Servants in the University, and of Degrees in Arts be now re-considered. (Carried.)

April 9th, 1857. Read a Letter from the Reverend Doctor Egerton Ryerson, Chief Superintendent of Education, of the Department of Public Instruction for Upper

Canada, addressed to the Honourable William Hume Blake, Chancellor of the University of Toronto containing suggestions for the establishment of the Exhibitions in University College for the Masterships of Grammar Schools. The following is a copy of this Letter:

1. I take the liberty of submitting, through you, to the favourable consideration of the Senate of the University of Toronto, the following suggestions for the establishment of ten Exhibitions in University College, for Masterships of Grammar Schools; each Scholarship to be of the value of Fifty pounds, (£50,) and tenable for one year only.

2. Each Exhibition to be bestowed upon the following conditions:—

(1.) The Exhibitioner must have taught a Common School in Upper Canada.

(2.) He must have attended the Provincial Normal School at least for one Session

(3.) He must have been recommended to the Senate by the Council of Public Instruction.

(4.) He must engage to teach a Grammar School in Upper Canada for at least three, or four, years, and provide security for the fulfilment of this engagement, or refund the amount of his Exhibition, with interest.

3. One of the most pressing wants of the Grammar Schools in this Province is that, of duly qualified Masters. Several of the Schools are closed,—on that account the Boards of Trustees being unable to procure Masters qualified, according to law. In some of the Schools the Masters, now employed, would not be eligible, had they not been engaged before the passing of the present Grammar School Act of 1855, by the provisions of which the standard of qualifications for Masterships of Grammar Schools has been raised, and the appropriate duties of those Schools distinctly defined.

4. Masters of reputable attainments in Classics and Mathematics have little knowledge of the English Branches required to be taught, and no experience in School teaching and management. The object of the foregoing suggestions is to provide each year at least ten Grammar School Masters, who will have given proof of their talents and merits, and who will have had practical experience in teaching, as also a thorough training in all the branches to be taught in the Grammar Schools.

5. In our present Normal and Model Schools, and in our proposed Model Grammar School, the Exhibitioners would receive a thorough preparatory training, both as Student and Teacher, in all the Subjects, in which Candidates are examined for Matriculation into the University.

6. With this preparation, one year's attendance at University College, where, in addition to the able corps of Professors, so many advantages are enjoyed by Students in the excellent Apparatus provided, and in the valuable collections of the Museum and Library, would admirably qualify the Exhibitioners for the Masterships of Grammar Schools. In some instances, they would, doubtless, persevere until they obtained a Degree in Arts.

7. One Master, thus trained, would render as much service in a Grammar School in one year, as an ordinary Master would in two. A small annual sum thus expended, would, in my opinion, soon stamp a new character upon the Grammar Schools, and confer immense advantages upon the Country. We would thus provide a Normal training for the Masters of Grammar Schools, as we now do for the Teachers of Common Schools. And we would also open a path of advancement and reward to intelligent and enterprising young Teachers of Common Schools, among whom I have found persons of fine talents. From my knowledge of the character, attainments and aspirations of young men, who have attended the Normal School, I have no doubt that all Exhibitions proposed to be established, would be filled in the course of two years, if not before.

8. I have proposed to connect these Grammar School Exhibitions with University College, because the efficient staff of Professors in that College and its great facilities

for instruction, are supported and provided out of a branch of the Public Revenue: and the Country may, therefore, be considered as having a legitimate claim upon it for such a service. Nevertheless, I could not propose imposing this duty upon University College, without the formal consent of its Council, which, I have no doubt, would be cordially given.

TORONTO, March 23rd, 1857. EGERTON RYERSON.

Read a Letter from Mr. Oliver Mowat, directed to Mr. John Langton, Vice Chancellor, of the University of Toronto, intimating that the Council of the City of Toronto had empowered the Standing Committee on Walks and Gardens to enter into negotiations with the University Authorities on the subject of part of University Grounds being appropriated for the purpose of a Public Park.*

Read a Letter from Mr. George Buckland, Chairman of the Committee on the University Grounds, submitting, for the consideration of the Senate, a Resolution adopted by the Senate Committee on the Grounds, at a Meeting held on the 30th day of March last; for the appropriation of Four hundred pounds, (£400,) for the purpose of clearing and draining the Ravine, and for effecting other improvements on the University Grounds.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis moved, That the Honourable William Hume Blake, Chancellor, Mr. John Langton, Vice Chancellor, Reverend Doctor John McCaul, President of University College, and Doctor Daniel Wilson, be a Committee to confer with the Committee of the City Council on the subject of University Park, and to Report to the Senate. (Carried.)

The Reverend Doctor John McCaul, seconded by Doctor J. J. Hayes, moved: That a Communication from the Reverend Doctor Henry Scadding, relative to the state of Janitor Alderdice's House, be referred to the Committee on Upper Canada College, and that that Committee be authorised to take such action in matter as to them may seem necessary. (Carried.)

Mr. John Langton, Vice Chancellor, read to the Senate the Report of the Committee of Management of Upper Canada College.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis moved: That the Report of the Committee on Upper Canada College be concurred in. (Carried.)

Mr. John Langton, Vice Chancellor, gave notice that he would move on Wednesday next to take into consideration the Letter of the Reverend Doctor Egerton Ryerson.

Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes, moved: That the Statute respecting Degrees in Medicine be read a second time. (Carried.)

April 15th, 1857. Pursuant to notice, Mr. John Langton, Vice Chancellor, moved for the consideration of the Senate the subject matter of a Letter from the Reverend Doctor Egerton Ryerson, Chief Superintendent of Education, of the Department of Public Instruction for Upper Canada, suggesting the establishment of the Exhibitions in University College for Masterships of Grammar Schools. The Letter was again read before the Senate.

The Reverend Doctor John McCaul, seconded by Doctor J. J. Hayes, moved: That the Letter of the Reverend Doctor Egerton Ryerson, relative to the establishment of Exhibitions for Grammar School Masters be referred to a Committee, consisting of Mr. John Langton, Vice Chancellor, the Reverend Doctor Ryerson, Professor J. B. Cherriman, the Reverend Walter Stennett and the mover, and that they be requested to report thereon to the Senate on this day week. (Carried.)

April 16th, 1857. Read a Memorial from Mr. I. Patterson and others, praying for the erection of an Iron fence on the University Grounds, butting on the property of the Petitioners, and containing propositions with reference thereto.

*A Statute, authorizing this to be done, was passed by the Legislature in 1858.

Read a Memorial from Mr. Charles Duckett and Wife, praying for the favourable consideration of the Senate, on account of their services in the Upper Canada College Boarding House having been dispensed with.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, moved: That the Memorial of Mr. I. Patterson and others be referred to the Committee appointed to confer with the Committee of the City Council upon the subject of the University Park, with instructions to report thereon. (Carried.)

The Reverend Walter Stennett, Principal of Upper Canada College, seconded by the Reverend Doctor Michael Willis, moved: That the Petition of Mr. Charles Duckett and Wife be referred to the Committee on Upper Canada College, and that they report thereon at the next Meeting of Senate. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis, moved: That the Statute repealing existing Statutes be read a second time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, moved: That the Statute appointing a Registrar in place of Mr. Freeland be read a second time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, moved: That the Statute relating to the subject of Examinations in the Faculty of Law be read a first time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie moved: That the Statute relating to Degrees in Law be read a first time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis, moved: That the Statute relating to the subjects of Examinations in Civil Engineering be read a first time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, moved: That the following Statutes be re-considered:—First: of the times of holding Examinations; second: of Scholarships; third: of Medals, Prizes and Certificates of Honour.

April 22nd, 1857. The Reverend Doctor John McCaul, President, seconded by the Reverend Doctor John Jennings, moved: That Mr. John Turpin of Trinity College, Dublin, be admitted *ad eundum* to this University. (Carried.)

The Reverend Doctor John McCaul, President, seconded by the Reverend Doctor Adam Lillie, moved: That the Registrar be instructed to inform applicants for admission to Degrees that the Statutes of the University provide that Students of other Universities shall be admissable to the examination of any year in the Faculty of Arts, but that such Student-applicants cannot omit any subject in the course appointed, as necessary for obtaining the Degree in this University. (Carried.)

Mr. John Langton, Vice Chancellor, read the Report of the Committee on Upper Canada College.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved, That the Statute relating to Degrees in Arts be re-considered. (Carried)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved: That the Statutes relating to the Subjects of Examination in Arts be re-considered. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson, moved: That the Statutes on the subjects of examination in the Faculty of Arts having been re-committed to the Committee formerly appointed for final revision, Mr. John Langton, Vice Chancellor, be authorized to have a sufficient number of copies printed and struck off. (Carried.)

April 24th, 1857. Read a Letter from the Honourable T. Lee Terrill, Provincial Secretary, communicating to the Senate the appointment by His Excellency the Governor-in Council of Mr. William Wedd, M.A., to the office of Second Classical Master of Upper Canada College and Royal Grammar School at Toronto, in the room of the Reverend Walter Stennett, M.A., appointed to the office of Principal of that Institution.

Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman, moved: 1. That, inasmuch as the Statute now before the Senate respecting Scholarships not only reduces the number of Scholarships in Arts annually offered for competition from fifteen to eight, but also, to some extent, modifies the arrangement of the Department for proficiency in which the Scholarships are to be awarded, and, after the present year, the subjects are still further altered, it is desirable to define distinctly what additional Scholarships may be granted to Students matriculated before the Month of September, 1856, in accordance with the provisions of the Seventh Section of said Statute.

2. That, at the Annual Examinations, to be held in May, 1857, a number of Scholarships shall be offered for competition.

3. That, inasmuch as, at the future Annual Examination, the subjects will be altered, and there is no Examination in the Second year, according to the new scheme, in either Civil Polity, or Rhetoric, to which two subjects, with History, a Scholarship was appropriated, that that Scholarship be converted ino one in Logic, Ethics and Metaphysics. and that there be seven additional Schclarships for Students Matriculated before September, 1856.

4. That inasmuch as, in the Third year, according to the new scheme, Ethics and Metaphysics are united with Civil Polity and History for a Scholarship, and, by the old scheme, a Scholarship is appropriated to each, the additional Scholarships be for the united subjects, and seven additional Scholarships, be awarded.

5. That it would manifestly be unjust that a Student matriculated before September, 1856, should obtain a Scholarship, although inferior to a Student matriculated after that date, by reason of the latter Student not being entitled to the additional Scholarship, no additional Scholarship, therefore, is to be awarded to a Student matriculated before September, 1856, unless he would have been entitled to it, had all the Students placed above him been of the same standing as himself.

6. That it would be considered a great hardship if a new Student did not obtain a Scholarship which an old Student, placed below him in the Class List, did, although such old Student was clearly entitled to receive it. If such a case, therefore, arises, the Senate should award a Scholarship to the new Student also, although he is not strictly entitled to it. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes, moved: That the Statute relating to Examiners and Examinations be re-considered. (Carried.)

Mr. John Langton, Vice Chancellor, seconded Doctor Daniel Wilson, moved: That the Statute relating to the subjects of Examination for Civil Engineering be read a second time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Mr. Oliver Mowat, moved: That the Statute relating to Degrees in the Faculty of Law be read a second time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman, moved: That the Statute relating to Degrees in Arts be re-considered. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson, moved: That the Statute relating to Prizes and Certificates of Honour be read a second time. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes, moved: That the sum of Four hundred pounds, (£400), be placed at the disposal of the Committee in charge of the University Grounds out of the University Income Fund. (Carried.)

Professor J. B. Cherriman, seconded by Doctor Daniel Wilson, moved: That Mr. N. O. Walker, M.B., of Trinity College, Toronto be admitted, (on production of proper Certificates), to a standing in this University. (Carried.)

May 6th, 1857. Read a Letter, addressed to Mr. David Buchan, Bursar, from Mr. William Wedd, M.A., transmitting, for the inspection of the Senate, the Warrant, under the hand and seal at arms of His Excellency the Governor General, appointing him Second Classical Master of Upper Canada College and Royal Grammar School at Toronto.

Read a Letter from the Honourable T. Lee Terrill, Provincial Secretary, addressed to Mr. William Wedd, M.A., intimating his appointment, by His Excellency the Governor General to the office of Second Classical Master of Upper Canada College and Royal Grammar School, in the room of the Reverend Walter Stennett, M.A., appointed Principal of that Institution.

Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes moved: That the Statute on the Subjects of Examination in Agriculture be read a second time. (Carried.)

The Reverend Doctor John McCaul, seconded by Doctor Daniel Wilson, moved: That the production of the Certificates of having passed the Examination of the Law Society for admission to practice as a Barrister will be requisite for admission to the Degree of LL.B. Which motion was lost, the division, being as follows, Yeas 4, Nays 5.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, moved: That the Statutes, as revised, from Statute Number One to Statute Number Twenty-nine, inclusive, do now pass. (Carried.)

May 21st, 1857. Professor J. B. Cherriman, seconded by Doctor Daniel Wilson, moved: That Mr. James Brown, B.A., be appointed Examiner in Mathematics, in the room of Mr. Dade, who declines accepting the appointment. (Carried)

Doctor Daniel Wilson, seconded by Doctor J. J. Hayes, moved: That the Committee on Upper Canada College for the present year be the Chancellor, Vice-Chancellor and the Reverend Doctor Adam Lillie. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman, moved: That the Committee on the Observatory be authorized to obtain from the Architect of the University an estimate of the cost of erecting Cottages for the Observers. (Carried.)

June 22nd, 1857. Read a Letter from Mr. Thomas Hodgins, submitting to the Senate a copy of a Resolution adopted at the Meeting of the University Association.

Read a Letter from the Honourable T. Lee Terrill, Provincial Secretary, transmitting the Testimonials, etcetera, of the Candidates for the vacant office of Third Classical Master in Upper Canada College.

Read a Letter from the Honourable T. Lee Terrill, Provincial Secretary, transmitting to the Senate a copy of a Memorial from the Classical Tutor in University College, praying for an increase of his salary.

Read a Report from the Reverend Walter Stennett, M.A., Principal of Upper Canada College, in reference to certain changes in the educational system of that Institution.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved: That the Memorial of the Reverend Walter Stennett, M.A., be referred to the Committee on Upper Canada College, with instructions to report. (Carried.)

Read a Letter from Mr. F. W. Cumberland, Architect of the University, submitting to the Senate an account for Travelling and Purchase Expenses, incurred while in England, Ireland, Scotland and France, and asking the Senate to remit, by Resolution, an acknowledgment of Mr. Cumberland's personal indebtedness to Sir Thomas Deane of Dublin for his zealous and liberal professional aid during his Mission.

The Reverend Doctor John McCaul, seconded by the Reverend Doctor Adam Lillie, moved: That the Examiners in the Faculty of Arts shall be instructed that one half of the aggregate of the numbers in all subjects shall be required as qualifications for obtaining a General Proficiency Scholarship. (Carried.)

Mr. John Langton, Vice Chancellor, read his Report on the result of the recent Examinations.

Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman, moved: That, if a Student shall have been reported by the Examiners as not to have passed any Examination except that for matriculation he shall not, thereby, lose his year; but the Examiner shall report the subjects in which he failed, and he shall undergo a corresponding examination in those subjects at, or before, his next examination.

Read a Letter from Mr. Windeat, B.A., of Cambridge University, applying for an *ad eundum* Degree in this University.

The Reverend Doctor John McCaul, seconded by Doctor J. J. Hayes, moved: That Mr. Windeat, B.A., of St. Peter College, Cambridge, be admitted *ad eundum* B.A., in this University. (Carried.)

Mr. John Langton, Vice Chancellor, read a Certificate of illness of Mr. S. H. Blake and Mr. Hume Blake from Doctors Small and Beamish, respectively, accompanied by a request from the invalids that their examinations be allowed.

June 24th, 1857. Read a Report from the Reverend Walter Stennett, M.A., Principal of Upper Canada College, in reference to certain changes in the educational system of that Institution.

Read a Report of the Committee on Upper Canada College upon the Memorial of the Reverend Walter Stennett, M.A., referrd to it.

The Reverend Doctor John Jennings, seconded by the Reverend Doctor John McCaul, moved: That the Report now before the Senate be deferred for consideration; and that the Committee on Upper Canada College be appointed to investigate into the actual state of the Funds and Property of the College, and what reduction may be made in the current expenditure, and Report thereon to the Senate. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved, that the Letter of Mr. Thomas Hodgins, communicating a Resolution of the Toronto University Association be referred to the Building Committee with the view of ascertaining the practicability of carrying out the wishes of the Association. (Carried.)

Pursuant to notice, Mr. John Langton, Vice Chancellor, called upon Doctor Michael Barrett to show by what authority he holds a seat in the Senate Chamber.

Mr. John Langton, Vice Chancellor, seconded by Doctor J. J. Hayes, moved: That Mr. David Buchan, Bursar, be authorized to pay the account presented by Mr. F. W. Cumberland for his expenses in England, and to charge it against the appropriation for Buildings. (Carried.)

Mr. John Langton, the Vice Chancellor, seconded by Doctor J. J. Hayes moved: That the thanks of the Senate be given to Sir Thomas Deane for the assistance which be afforded to Mr. Cumberland, the Architect of the University, whilst visiting the Colleges in Ireland. (Carried.)

June 26th, 1857. The Reverend Doctor John McCaul, seconded by the Reverend Doctor Adam Lillie, moved: That the Statutes preclude the possibility of assenting

to the recommendation of the Examiners that Mr. Ross should obtain a Scholarship; but, in consideration of the peculiar circumstances of his case, it is deemed proper to make him a Grant of the sum of Ten pounds, (£10), on the condition however that such Grant shall not be regarded as a precedent. (Carried).

Mr. Peter Freeland, who was appointed Registrar, made the declaration before the Senate required by Statute VI. Section IV. of the Statutes of the University of Toronto.

July 2nd, 1857. Read a Letter from the Honourable John Rolph M.D., dated the Second day of July, 1857, addressed to Doctor J. J. Hayes, on the subject of the late discussion in the Senate relative to the right of Doctor Michael Barrett to sit in that Body as a Representative of the Toronto School of Medicine.

Read a Letter from Mr. E. A. Meredith, Assistant Provincial Secretary, dated the 1st day of July, 1857, transmitting to the Honourable William Hume Blake, Chancellor for the consideration of the Senate the application of Mr. James Windeat for the office of Third Classical Master in Upper Canada College.

Mr. John Langton, Vice Chancellor, read before the Senate the Report of the Committee on Upper Canada College.

Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson, moved, that, in the opinion of the Senate the present income of Upper Canada College is insufficient for the necessary expenses of the Institution, and that the income might be greatly increased by reducing the Play Grounds, and selling, or leasing, to the highest bidder, the surplus land; and that an application be made forthwith to His Excellency the Governor General, or, in his absence, to the Administrator of the Province, for permission so to do. The quantity of land so to be sold, or leased, to be decided upon by a Committee appointed by the Senate. (Carried.)

Mr. John Langton, Vice Chancellor, read before the Senate the Testimonials of the respective Candidates for the Office of Third Classical Master in Upper Canada College. The names of the respective Candidates being put to the vote, a majority decided in favor of Mr. George M. Evans.

Professor J. B. Cherriman, seconded by the Reverend Doctor Egerton Ryerson, moved: That the Senate select from the Candidates referred to them by His Excellency for the vacant Mastership in Upper Canada College the following Gentlemen: (1) Mr. George M. Evans, M.A., Trinity College, Toronto; (2) Mr. A. J. Broughall, M.A., Trinity College, Toronto, for his Excellency's favourable consideration,—Mr. George M. Evans having the majority of votes of the Senate. (Carried.)

Read before the Senate the Memorial of Mr. Arthur Wickson, M.A., Classical Tutor in University College, Toronto, praying for an increase in salary.

The Reverend Doctor John McCaul, seconded by the Reverend Doctor Adam Lillie, moved: That Mr. David Buchan, Bursar, be instructed to inform the Provincial Secretary, in reply to his Communication of the 28th day of May last, that the Senate, having considered the Memorial of the Reverend Arthur Wickson, referred to them by command of His Excellency the Governor General, beg leave respectfully to recommend that the prayer of the Memorial be assented to, and that accordingly Mr. Wickson's salary be raised to Two hundred and fifty pounds, (£250,) per annum, with the condition, however, that he shall also discharge the duties of College Registrar. (Carried.)

The Chairman of the Committee on the Observatory read the Report in regard to it. Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman, moved, That a sum not exceeding Nine hundred pounds, (£900), be appropriated for the erection of Cottages in connection with the Observatory; and that Mr. David Buchan, Bursar, be authorized to pay the same out of the Income Fund, on the order of the Architect, countersigned by the Chairman of the Committee. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, moved: That, in the event of the sanction of the Government being obtained to the appropriation and sale of part of the Playground for the purpose of increasing the income of Upper Canada College, it is the opinion of the Senate that an additional Master should be appointed to rank with the Classical Master, whose duty it shall be to take special charge of the English Branches of Education, and that the Honourable William Hume Blake, Chancellor, be requested to communicate with the Government upon the subject, with the view to an early appointment being made, and that he recommend that the competition of Candidates be invited by advertisement. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, moved: That the temporary Superintendent of the Boarding House of Upper Canada College receive a salary of One hundred pounds, (£100,) a year, and a share of the Boarding House Fees, at the rate of fifteen shillings, (15s,) for each term, for every Pupil in the Boarding House. (Carried).

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved: That the additional sum of Five thousand pounds, (£5,000), be placed at the disposal of the Library Committee. out of the appropriation for the Library and Museum. (Carried.)

August 10th, 1857. Read a Letter, dated the 4th day of August, instant, from Mr. E. M. Hodder, M.D., relative to the discharge of his duties as Examiner in Medicine at the ensuing Examinations.

The Reverend Doctor John McCaul, seconded by Doctor Daniel Wilson, moved: That the Senate assents to the proposition of Doctor Hodder that, in case of his absence, Doctor Bethune may be authorized to act for him as Examiner in Medicine. (Carried.)

Mr. John Langton, Vice Chancellor, laid before the Senate a Report from the Committee of Upper Canada College, which Report was read.

Read a Letter, dated the 8th day of August, instant, from Mr. E. A. Meredith, the Assistant Provincial Secretary, transmitting a copy of an Order-in-Council, dated the 6th day of August, instant, relation to the sale, or lease, of a portion of the Play Ground of Upper Canada College.

The Report of the Committee of the Honourable the Executive Council, authorizing the Senate to lease a portion of the Play Ground of Upper Canada College was also read.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., Principal of Upper Canada College, moved: That an application be made to the Government to appropriate the sum of Two thousand pounds, (£2,000,) from the Permanent Fund of Upper Canada College, to complete the necessary repairs and improvements in the Building. (Carried.)

Pursuant to notice, Mr. John Langton, Vice Chancellor, introduced a Statute creating an English Classical Mastership in Upper Canada College. The Statute was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John Jennings.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett. M.A., Principal of Upper Canada College, moved: That there shall be an occasional German Master appointed in Upper Canada College. That the Fees for such Master shall be one dollar, ($1.00,) per term for each pupil, payable to the Master, and that the Senate guarantee to him the allowance of Fifty pounds, (£50,) a year. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., Principal of Upper Canada College, moved: That application be made to the Government to appropriate the sum of Twelve hundred pounds, (£1,200,) out of the Permanent Fund of Upper Canada College, for the erection of a Building on the Upper Canada College Block, to be used as the Bursar's Office. (Carried.)

August 11th, 1857. The Statute, creating an English Classical Mastership in Upper Canada College, was read a second time and passed, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie.

August 25th, 1857. Read a Letter, dated the 17th day of July, 1857, from Mr. Adam Wilson, requesting permission to have an entrance from the Park to the House proposed to be built by him on his property on the University Grounds.

Read a Letter, dated the 14th day of August, 1857, from Mr. A. L. Leszymki, proposed to be appointed German Master in Upper Canada College, the Certificate and Testimonials, also enclosed, were read.

Read a Letter, dated 18th day of August, 1857, from the Reverend E. Schluter, asking to be appointed German Master in Upper Canada College,—the Testimonials enclosed were read.

Read a Letter, dated the 21st August, 1857, from Mr. I. C. Hamilton B.A. of Rutger's College, New Jersey, praying to be admitted *ad enudum gradum.*

Read a Letter, dated the 22nd August, 1857, from Mr. F. W. Cumberland, Architect, transmitting a Letter sent to him by Mr. Adam Wilson.

Read a Letter from Mr. F. W. Cumberland, Architect, asking permission to open a temporary Drain through the University Park in front of the Observatory.

Read a Letter from Messieurs Cumberland and Storm, Architects, dated the 24th August, 1857, transmitting a Letter from Mr. Morris, Clerk of Works at the University Building, praying that his salary may be raised.

Read a Letter from Messieurs Cumberland and Storm, Architects, complaining of the slow progress of Mr. Worthington, the Contractor for the University Buildings. The subject matter thereof was referred to the Building Committee. The Reverend Walter Stennett, M.A., Principal of Upper Canada College, seconded by Doctor H. H. Croft, moved that the Reverend E. Schluter be appointed occasional German Master in Upper Canada College for the term of one year. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved: That Mr. Peter Freeland, Registrar be instructed to inform Mr. Adam Wilson, in answer to his application, that the Senate do not feel themselves at liberty to grant his request of a right of way through the Park. (Carried)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved: That Mr. Cumberland, the Architect, be allowed to make a temporary Drain through the Grounds in front of the Observatory, upon consideration that he shall remove it when directed by the University Senate, and that it shall be no damage to the existing draining system. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor H. H. Croft moved: That the salary of Mr. Morris, Clerk of Works of the University Building, be raised to £20 per month, upon the distinct understanding that this rate shall not be increased during the remainder of his engagement. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., Principal of Upper Canada College, moved: That Mr. John Langton, Vice Chancellor, as Chairman of the Committee of the Upper Canada College, be instructed to call the attention of the City Authorities to the relative levels of the culverts under Adelaide and King Streets, and of that in the Government Grounds, with the object of inducing them to lower the site of the culvert under King Street. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved: That Mr. Peter Freeland, Registrar, be instructed to inform Mr. Hamilton that the Senate have provided, by a late Statute, that Students of other Universities may be admitted to a Degree at once, on examination, which obviates the necessity of admitting to *ad eundum* Degrees. (Carried.)

September 17th, 1857. Read a Letter from Mr. David Buchan, Bursar, referring to the appropriation of Two thousand pounds, (£2,000,) from the Permanent Fund of Upper Canada College, for certain repairs and improvements in the College Building, etcetera.

Read a Letter, dated the 10th of September, 1857, relating to the property on the Spadina Estate adjoining the University Grounds.

Read a Letter from Mr. William Clarke of the University of Glasgow praying, that he may be allowed to compete, as a Member of that University, for a first year Scholarship in the Faculty of Medicine at the approaching examination. The application was also accompanied by Certificates.

The Reverend Doctor John McCaul, seconded by Mr. John Langton, Vice Chancellor, moved: That Mr. William Clarke, having produced satisfactory Certificates of having been a matriculated Student of the University of Glasgow, be admitted as a Matriculated Student in this University. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson, moved: That Mr. Peter Freeland, Registrar, be authorized to contract for, and superintend the building of a House for his Office in the North East corner of the Upper Canada College Block, upon the place and Tenders therefor being approved of by the Senate. (Carried.)

October 1st, 1857. Read a Letter from Mr. Alan Cameron, Cashier, in reply to one addressed by Mr. John Langton, Vice Chancellor, to Mr. David Buchan, Bursar.

Read a Letter from Mr. E. A. Meredith, Assistant Provincial Secretary, transmitting copies of two Resolutions passed by the Senate of the University of Toronto and approved by His Excellency the Administrator of the Government-in-Council.

Read a Letter from Mr. John Boyd, Secretary of the City Board of Works, respecting the Culvert on King Street, near Upper Canada College.

Mr. John Langton, Vice Chancellor, read his Report of the late Examination in Medicine, Arts and Agriculture.

Mr. John Langton, Vice Chancellor, seconded by Doctor H. H. Croft, moved: That Scholarships be awarded to the four successful Candidates in Medicine. (Carried)

Professor J. B. Cherriman, seconded by Doctor Daniel Wilson, moved: That the decision of the Medical Scholarships, in the case of Messieurs Miller and Aikens, be left to Mr. John Langton, Vice Chancellor. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor H. H. Croft moved: That the Tender of Mr. Watson for the Bursar's Office be accepted, or, if his Sureties be not perfectly satisfactory, than that of Messieurs McCleary and Houston. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., Principal of Upper Canada College, moved, that the Tenders of Mr. Pine for the Carpenters Work on the College grounds, and of Mr. Walton for flagging, be accepted. (Carried.)

Doctor Daniel Wilson, seconded by Professor J. B. Cherriman, moved: That the following be adopted as the Arms of the University of Toronto. AZURE:—Two open Books, clasped: a Beaver in base: on a Chief argent, an Imperial Crown all proper.

SUPPORTERS: — Minerva and Victory. MOTTO: Velut arbor avo. CREST: A Maple Tree. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., Principal of Upper Canada College, moved: That the Fees for Instrumental Music in Upper Canada College be One dollar per quarter, which shall be paid to the Music Master, and that no salary shall be paid to him after this date. That the salary of the Drawing Master shall be continued at Fifty pounds, (£50,) per annum. (Carried.)

Mr. John Langton, Vice Chancellor, read the Report of the Committee on the Public Park on the University Grounds.

Doctor H. H. Croft, seconded by the Reverend Walter Stennett, M.A., moved: That the Report of the Committee on the Public Park in the University Grounds be adopted. (Carried.)

October 9th, 1857. Mr. John Langton, Vice Chancellor, laid before the Senate a Letter from Mr. Adam Crooks, one of Law Examiners, stating that his Colleagues and himself had not been able to furnish the result of the recent Examinations for the consideration of the Senate.

Read a Letter from Messieurs Oille and Miller, Candidates for the third year Scholarship in Medicine, suggesting that Mr. H. Aikins, another Candidate, had graduated in Medicine in Jefferson College, Philadelphia, and consequently was not eligible for a Scholarship in this University.

Mr. John Langton, Vice Chancellor, read his Report to the Senate upon the relative standing of Messieurs Miller and Aikens, Candidates for the third year Scholarship in Medicine.

Mr. John Langton, Vice Chancellor, gave notice that he will introduce a Resolution respecting the Tickets of Medical Students and their standing in Medicine in other Universities.

Pursuant to notice Mr. John Langton, Vice Chancellor, introduced a Statute respecting Exhibitions in Upper Canada College, which was read a first time, on motion of Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis.

October 19th, 1857. Read a Letter from Mr. E. A. Meredith, Assistant Provincial Secretary, bearing date the 9th October, instant, to the Honourable William Hume Blake, Chancellor of the University, transmitting, for the consideration of the Senate, a copy of a Letter from Mr. John Dandy of Stonebridge, England, received on the 8th instant, in reference to the vacant Mastership in Upper Canada College.

Mr. John Langton, Vice Chancellor, intimated to the Senate that as it was doubtful when the Senate might meet, and that it was important that an immediate reply should be given, he had sent to the Provincial Secretary an answer to Mr. John Dandy's enquiries, which action was approved.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., Principal of Upper Canada College, moved: That in consequence of Messieurs McCleary and Houston having declined entering into a contract for building the Bursar's Office, the Tenders of Messieurs Swan and Pyne, as being the next lowest, be accepted. (Carried).

Mr. John Langton, Vice Chancellor, read the Report of the Building Committee on the application of Messieurs Worthington for the release of Two thousand pounds, (£2,000,) drawback.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, moved, that the Report of the Building Committee be adopted, and that they be authorized to carry out the request for the release of Two thousand pounds, (£2,000), of Messieurs Worthington's drawback, upon the conditions named in their Report. (Carried.)

Mr. John Langton, Vice Chancellor, laid before the Senate a statement of the annual loss arising either from increased expenditures, or diminished, Income, consequent upon Statutes, or Resolutions, of the Senate, or of the Committee, since 1854, and amounting in all to Two thousand five hundred and forty-three pounds, (£2,543.)

A. Average amount of Tuition Fees from 1851 to 1855	£1,371		
Average amount of Tuition Fees since 1855	518		
	£853		
B. Total proposed cost, exclusive of Tuition Fees	£105	0	0
Average annual cost from 1851 to 1856	71	13	4
	£33	6	8

Also a Statement of annual savings, arising either from diminished expenditure, or increased Income, consequent upon Statutes, or Resolutions, of the Senate, or of the Committee since 1854, amounting to £801.

Gross Loss	£2,543
Gross savings	801
Net Loss	£1,742
Increase of Income since 1854 from investments	£1,152
Present Loss	590
Estimated Income, from the lease of the Playground	500
Actual Loss	£90

TORONTO, October 11th, 1857. JOHN LANGTON, Vice Chancellor.

Mr. John Langton, Vice Chancellor, moved the second reading of a Statute respecting Exhibitions in Upper Canada College, which had been postponed.

Mr. John Langton, Vice Chancellor, seconded by Doctor H. H. Croft moved: That the Scholarship in the third year of Medicine be awarded to Messieurs Oille and Miller. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Professor J. B. Cherriman, moved: That, until such time as the Senate shall have reported to the Governor General, the Schools of Medicine in foreign parts, from which it is expedient to admit Students to examinations in the Faculty of Medicine, the validity of tickets from such foreign Institutions, certifying to the attendance at Lectures, shall be decided upon by the Senate in each individual case.

That, until such time as the Senate shall have reported, as above stated, no person having obtained a Degree in any University other than Universities of this Province, or of the United Kingdom, shall be thereby prevented from presenting himself at any examination in this University, or from competing for any Honour Scholarship, or Prizes, therein. (Carried on a division.)

October 28th, 1857. Mr. John Langton, Vice Chancellor, read the Report of the Law Examiners on the result of the recent Examinations.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul, moved: That the Scholarships in Law be awarded to Mr. W. H. Bowlby, Mr. C. E. English, Mr. D. A. Sampson, Mr. I. Haggard and Mr. M. Crombie, Mr. T. G. Matthew, Mr. A. Cattanach, and Mr. F. McKelcan. (Carried.)

Mr. John Langton, Vice Chancellor, read before the Senate the results of the final Law Examination of Mr. Thomas Hodgins, which was approved of by the Senate.

Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson, moved: That the Report of the Examiners in Law be adopted, subject to a special reference to them, in the case of Mr. Thomas Hodgins, and that, upon receiving their Report, Mr. John Langton, Vice Chancellor, be authorized to take the necessary action thereon. (Carried)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., Principal of Upper Canada College, moved: That the Statute of Exhibitions in Upper Canada College be read a second time and passed. (Carried)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., Principal of Upper Canada College, moved: That it having been the custom to reduce the amount of Tuition Fees in Upper Canada College, where three Members of the same Family have been attending as Pupils at the same time, the Principal be authorized to continue the reduction in the case of those parties to whom it has already been allowed, but that, in all such cases, arising in future the existing Statute be strictly adhered to. (Carried.)

December 3rd, 1857. Read a Letter from Mr. E. A. Meredith, Assistant Provincial Secretary, bearing date the 2nd of December, 1857, acknowledging the receipt of a Statute, relating to Exhibitions in Upper Canada College.

Read a Letter also from Mr. E. A. Meredith, Assistant Provincial Secretary, bearing date the 2nd of December, 1857, submitting Testimonials of Candidates for the Office of English Master in Upper Canada College.

Read a Letter from Mr. E. A. Meredith, Assistant Provincial Secretary, bearing date the 24th of November, 1857, submitting a copy of a Communication to His Excellency from the Honourable J. Macaulay, in reference to the absence of a provision in the Statute for the organization of the Senate.

Read a Letter from Mr. Adam Crooks, dated the 28th of October, 1857, on behalf of the Executive Committee of the University Association, submitting to the Senate of the University of Toronto the propriety of applying to the authorities of the University of London for the recognition of the University of Toronto in the new Charter about to be granted to that Institution by Her Majesty.

Read a Letter from Mr. E. A. Meredith, Assistant Provincial Secretary, dated the 3rd of October, 1857, stating that His Excellency the Administrator of the Government had recently had under his consideration-in-Council a Petition from the Reverend George Maynard, M.A., formerly Mathematical Master of Upper Canada College, urging his claim to a Pension, in consideration of his long services in the College, and intimating the willingness of His Excellency to hear any explanation the Senate may make, with reference to that Gentleman.

Read a Memorial from Mr. John Thompson Haggard, B.A., Undergraduate in the Faculty of Law in the University of Toronto, praying that the final Examinations in the Faculty of Law may be postponed till June, or July, next.

Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson moved, that it be,—

Resolved. I. That since the Commissions were issued by which the Senate was originally constituted, under the Act, 16th Victoria, Chapter 89, His Excellency has made additions to that Body, in accordance with the power apparently contemplated by section Four of the Statute, but, if there be any doubt as to the sufficiency of the power, or as to the legality of the appointments made, it would be desirable that the question should be set at rest by a clause in the revised Statute.

II. That the Statute does not apparently contemplate any of the Members of the Senate holding their Seats, *ex officio*, but the Commissions appoint certain Functionaries for the time being. It would, therefore, seem necessary that this method of appointment should be also expressly sanctioned by the revised Statute.

III. That while it is manifestly desirable that His Excellency in selecting fit and proper Members to be appointed on the Senate, from time to time, should not be precluded from selecting therefrom the Professors of University College, or of any other affiliated Institution, yet it does not appear necessary that any other Member of the said College, except the President, should have an *ex officio* seat in the Senate.

IV. That, in the opinion of the Senate, it is not desirable that the number of its Members should be limited, but the Governor General should have the power to make such additions, from time to time, as circumstances may render advisable.

V. That the Registrar be instructed to inform the Provincial Secretary that his Letter of the 24th of November, and its enclosure, have been under the consideration of the Senate, and that they have passed the foregoing Resolutions, expressing their opinion upon the subject referred to them. (Carried)

Mr. John Langton, Vice Chancellor, read a Draft of a Memorial to His Excellency, referring to the new Charter of the University of London, and the recognition of the University of Toronto by that Institution.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis, moved: That the Address to His Excellency, respecting the recognition of the University of Toronto by the University of London be now agreed to. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John Jennings moved the following Resolutions:—

Resolved. I. That the Senate have had under consideration a Memorandum, submitted by Mr. John Langton, Vice Chancellor, upon the subject of that portion of Block D. in the City of Toronto, which is in dispute between Upper Canada College and the Toronto Grammar School Board.*

II. That the Senate are advised that their Title to the land, as Trustees of Upper Canada College, is undoubted, and has, at different times, been recognised by the Grammar School Trustees, calling upon the Council of King's College for repairs of the School House. But, in consideration of the length of time, during which the Trustees of the Grammar School have been in occupation of its site, without being called upon to pay rent, the Senate are of the opinion that it would not be detrimental to the interests of Upper Canada College, and that it would be in accordance with the purposes for which the reservation was originally made, if the remaining portion of Block D. not hitherto otherwise disposed of by the Board of Endowment, were conveyed to the Trustees of the Grammar School. (Carried.)

December 9th,1857. Mr. John Langton, Vice Chancellor, read his Report on the estimated ordinary Income and Expenditure of Upper Canada College.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor John McCaul moved: That the Statute be read a first time. (Carried.)

Mr. John Langton, Vice Chancellor, gave notice that he will introduce a Statute to appropriate a certain sum from the University Income Fund for this purpose.

The Letter from the Provincial Secretary, referring to the Reverend Mr. Maynard's case, read at the last Meeting of the Senate, was again read before the Senate.

Doctor Daniel Wilson, seconded by Doctor H. H. Croft, moved: That Senate, having undergone important changes, by resignations and additions to its Members, since the evidence in the case of the Reverend George Maynard was taken and reported on by the Senate: so that the Senate, as now constituted, is unable to express any opinion on evidence taken in the absence of the then present Chancellor, The Honourable William Hume Blake, and of the Members appointed since that date, or on the meaning of the report. The Senate would respectfully refer His Excellency to the evidence then taken, which led to the removal of Mr. Maynard, and to the Report, drawn up by those also heard it, as it must depend entirely on the grounds of Mr. Maynard's removal, whether any, and, if so, what pension should be granted. They would only refer His Excellency to the fact that the Reverend George Maynard has already received the sum of Three hundred and thirty-four pounds, (£334), equivalent to an annuity of Twenty pounds, (£20,) per annum.

The Reverend Doctor John McCaul, seconded by the Reverend Michael Willis, moved in Amendment: That the Senate feel considerable difficulty, in consequence of the many changes in their Body since the original action in the case of the Rever-

*This matter about the Site of the Toronto Grammar School on Block D. in the City of Toronto is fully discussed in Chapter XXXV of the Eleventh Volume of this Documentary History. See Plan of Block D. on page 210 of that Volume.

end George Maynard, in giving a definite interpretation to the recommendation of the Senate of 1855, that he should receive "a retiring allowance", or "a small annual stipend". In consideration, however, of other retiring allowances which have been granted to Teachers in the College and of all the circumstances of Mr. George Maynard's case, they would respectfully recommend that the sum of Seventy-five pounds, (£75,) per annum should be granted to him, in addition to the amount which he has already received. The amendment was then put and lost on a division.

December 15th, 1857. Mr. John Langton, Vice Chancellor, read the Annual Report of the Committee on Upper Canada College.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., Principal of Upper Canada College, moved: That the recommendation of the Committee on Upper Canada College, respecting the arrangements with the Superintendent of the Boarding House be adopted.

That notice be given to Mr. Patterson, that, after the commencement of the long Vacation his services will be no longer required.

That notice be given to Mr. J. Bull, Ornamental Drawing Master, that his salary will cease after the 1st July next, but that his connection with the College may continue,—his remuneration consisting of the Fees at the rate of Five shillings per term of Pupils attending. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by Doctor Daniel Wilson moved: That the Statute respecting Medals be read a second time and passed. (Carried.)

December 24th, 1857. The Letter from Mr. E. A. Meredith, Assistant Provincial Secretary, dated the 2nd of December, 1857, referring to the application of the Candidates for the vacant Mastership in Upper Canada College was again read to the Senate.

The Reverend Doctor John McCaul, seconded by Doctor Daniel Wilson, moved: That, in the opinion of the Senate, no Master of the Upper Canada College, hereafter to be appointed, shall undertake any permanent duty in addition to those which may devolve on him in the College, without the sanction of the Senate. (Carried.)

The Senate selected from among the Candidates for the vacant Mastership in Upper Canada College the following names for further consideration:—Messieurs Boyle, Connon, Johnston, Levipont Reynolds and Simpson.

Mr. John Langton, Vice Chancellor, read a Draft of an Address to His Excellency, respecting the apportionment of the expenses of the Bursar's Office between Upper Canada College and the University.

Mr. John Langton, Vice Chancellor, seconded by the Reverend Walter Stennett, M.A., moved: That the Address to His Excellency, respecting the apportionment of the expenses of the Bursar's Office be adopted. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie moved: That Professors Daniel Wilson and J. B. Cherriman be Members of the Library Committee. (Carried.)

The Reverend Doctor John McCaul, seconded by the Reverend Doctor Adam Lillie, moved: That the Reverend Doctor Egerton Ryerson and Doctor Michael Willis be Members of the Library Committee for the year 1858. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Adam Lillie, moved: That Professors Daniel Wilson and H. H. Croft be Members of the Committee on the University Grounds. (Carried.)

Mr. John Langton, Vice Chancellor, seconded by the Reverend Doctor Michael Willis, moved: That Professors J. B. Cherriman and Doctor Michael Barrett be Members of the Committee on the Observatory. (Carried.)

CHAPTER XII.

PROCEEDINGS OF VARIOUS CHURCHES ON UNIVERSITY MATTERS.

I. The Methodist Church, Representing Victoria College University.

The following is a record of the Proceedings of the Board of Victoria College:—

March 25th, 1857. The Chairman of Hamilton District reported that a Public Meeting had been held in Hamilton, and that the sum pledged, including a Grant of Land, amounted to between Six and seven thousand pounds, (£6,000 and £7,000), A communication from Messieurs D. E. Boulton, J. Scott, and Doctor John Beatty, offering Five Acres of Land on behalf of the Town Council, on the condition that the College be permanently located in Cobourg was read. A lengthy, free and general conversation ensued, when it was,—

Moved by Doctor Ryerson and seconded by the Reverend John Carroll, that the Board, having taken into consideration the offer of the Municipal Council of Cobourg to present Five Acres of Land for the enlargement of the College Grounds, and to grade the Streets around the Property, also to close the intervening Streets it was:—

Resolved. 1. That the Board is willing to accept the offer of the Municipal Council of Cobourg with the understanding and assurance that efforts be made by the Board, as soon as practicable, to improve and enlarge the present College Buildings for the accommodation of a larger number of Students, The Board regards the soliciting and collecting of public subscriptions and the expenditure of large sums for the erection of additional College accommodation a sufficient guarantee of its intention to continue the establishment and operations of the College at Cobourg.

Resolved. 2. That the Co-Delegate, the Reverend Doctor Green, and the Honourable James Ferrrier be a Committee to confer with the Mayor and Committee of the Town Council of Cobourg on the subject of the foregoing Resolutions.

The Committee reported that they had had an inerview with the Mayor and Committee; but ascertained that Doctor Beatty would not give the Title Deed for the land until the amount agreed upon be paid by the Corporation. The Board appointed the Reverend Doctor Enoch Wood, Chairman, to be the organ of communication on behalf of the Board with the Corporation, relative to the proposed Five Acres of Land, the Chairman availing himself of the counsel of such Members of the Board as may be available.

Resolved. That the Reverend Doctor Green and Mr. John P. Roblin, be Auditors of the Treasurers Accounts for the year ending May 27th of the present year.

May 26th, 1857. The Treasurer submitted his General Report to the Board, when it was,—

Resolved. That the Report of the General Treasurer be adopted.

The Reverend S. D. Rice informed the Board that, although aware that all Offices necessarily cease at the close of the year, yet he felt it incumbent upon him to thus early announce that he would not be in nomination for either the office of Governor, or Treasurer, for the ensuing year.

A Memorial from Messieurs Parker, Wilksby and Bryers, on behalf of various Members of the College, praying for the re-appointment of the Reverend S. D. Rice as Governor of the College was read by the Secretary, and, on motion moved and seconded, it was laid upon the Table.

The Principal of the College stated that it was necessary to employ an additional Assistant, or Professor, and moved that Mr. Elijah Harris be appointed to take such Classes as the Faculty may decide; and to enter upon his duties a year from the present time, at a salary of Two hundred pounds, (£200,) per annum.

The propriety of appointing a Committee to act for the Medical Department of Victoria College during the interim of Board Meetings it was:—

Resolved. That the Members of the College Board in Toronto, with the President of the College and the Dean of the Medical Faculty, be an Executive Committee to act on the behalf of the Board on all matters relative to the Medical Department of Victoria College.

June 6th, 1857. The President of the College read his Report as follows:—

The President of Victoria College begs leave to present the following Report:

1. The past Academic year has been one of unusual disquiet and concern, so much so as to test very severely the discretion and firmness of those intrusted with the management of the Institution. The close of the year, however, was, in many respects, of a more pleasing and prosperous character, and the chief causes of evil excitement being now removed, it is hoped that similar trials may not again occur.

2. There are now employed in the College, besides the President and Governor, four Professors and four Tutors, making a staff of ten Officers and Instructors,—a staff far too small in view of the number and variety of Classes taught; but, in consequence of the heavy debt now resting on the College, it is impossible to increase the number of Professors as fast as might be desirable, and, for the same reason also, those already employed are compelled to labour beyond their strength and for very inadequate remuneration.

3. The numbers of Students still continues to increase; the attendance during the Session is 301, being an addition of fifty to the previous Session; the number of Matriculated Students is thirty; the number engaged in Classical Studies 170.

4. The Students are of various Religious Persuasions, but are chiefly of Methodist families. Seventy-nine are Members of the Wesleyan Methodist Church. It is a matter of rejoicing that so many of the Students are young men of Religious principles and and habits; and much praise is due to the Moral Governor for his faithful attentions in organizing and conducting suitable Services for their spiritual improvement.

5. The Medical Department, though somewhat embarrassed by the resignation of several of its Professors, has continued in vigorous and successful operation during the Session, under the indefatigable and able management of the Honourable Doctor Rolph, Dean of the Faculty. Fift-one Students have attended the Lectures, and twenty of these have completed the prescribed Course of Study, having been admitted to the Degree of Doctor of Medicine. The College Board have, during the year, provided for the greater efficiency and convenience of this Department by the purchase, on reasonable terms, of a suitable Building in Yorkville for Lecture and Dissecting Rooms.

6. The attention of the Methodist Conference was directed last year to the urgent necessity of enlarging the College Buildings at Cobourg, and Conference appointed two of its senior Ministers as Agents to solicit subscriptions from our people, but, unfortunately, this year has been suffered to pass away without any exertion being made for this object. No blame, however, is to be attached to the Agents. Immediately after the meeting of Conference, the project of removing the College from Cobourg was revived, and the agitation and uncertainty, connected with this question, have stood in the way of any systematic application to the Country for pecuniary aid.

7. The question of removal is now happily set at rest by the acceptance on the part of the College Board of a donation from the Town of Cobourg of Five Acres of Land adjoining the present Site, thus affording ample ground for enlargement, and doing away all necessity of seeking for a new location.

8. The need of enlarging the Buildings is still more pressing than it was last year; and it only remains to repeat, with better hope of practical results, the recommendation then made, namely, that the Conference release from the pastoral work one, or more, of its most active and efficient Ministers to co-operate with the Governor and Treasurer and the College Agents in making an immediate and thorough appeal to the entire Connection for the funds necessary to enlarge and endow the College.

9. In view of the growing wealth and intelligence, as well as Religious prosperity, of the Wesleyan Methodist Church, it is confidently believed that such an appeal will not be made in vain.

All of which is respectfully submitted.

COBOURG, June 1st, 1857. S. S. NELLES, President of Victoria College.

It was then,—

Resolved. That the Report of the President be adopted and be printed in the *Christian Guardian* and in the Minutes of the Conference.

The Reverend S. D. Rice, having at the last Board Meeting stated to the Board that it was his intention no longer to continue in the Office of Governor and Treasurer of the College, and continuing of the same mind, it was,—

Resolved. That the resignation of the Reverend S. D. Rice be accepted.

Resolved. That the Reverend John Ryerson be appointed Governor and Treasurer of the College, in the place of the Reverend S. D. Rice, resigned.

Resolved. That the Reverend Lewis Warner be appointed Western Agent for Victoria College, the division line being East of Toronto City; and that the Reverend William H. Poole be appointed Agent for the East, his field being all of that territory East of Toronto.

June 15th, 1857. The late Treasurer, the Reverend S. D. Rice, having presented a detailed statement of the Boarding Hall department, it was unanimously,—

Resolved, That the late Treasurer and Governor, having presented to the Board, according to request, a detailed statement of the Income and Expenditure of the Boarding Hall, this Board has great pleasure in recording its approbation of the manner in which such statement has been presented to the Board, and expresses its satisfaction with the result of the operations of the boarding department. To the Treasurer, the thanks of the Board are due, and are hereby cheerfully accorded, for the economy with which he has conducted that department, and for the untiring assiduity and success with which he has exercised a supervision over the whole.

A conversation ensued on the best methods to be adopted by the Agents for the carrying out of the objects of their Agency. It was:—

Resolved. 1. That subscriptions be taken up, wherever practicable, as follows:—All sums of Twenty dollars, and under, to be cash; all sums from Twenty to One hundred dollars be in notes for three and six months; all sums from One hundred dollars and upwards to be in three payments of six, twelve and eighteen months, in notes, payable to the order of the Reverend John Ryerson, Treasurer.

Resolved. 2. That the Members of the College Board, connected with the College, arrange to hold Meetings wherever they think it most advisable.

Resolved. 3. That the Treasurer be authorised to negotiate with the party holding the Land granted by the Corporation of Cobourg to Victoria College for the immediate possession of the same for a sum not exceeding Twenty-five pounds.

Resolved. 4. That the Board has much pleasure in presenting to Mr. J. P. Roblin, for his acceptance, the sum of £30 in view of the expenses incurred by him during his long and faithful services as a Member of this Board.

Resolved. 5. That the subject of changes in the literary Standard of the Medical Department be referred to the Executive Committee.

July 16th, 1857. A Letter of acknowledgment from Mr. John P. Roblin, was read, in regard to the amount forwarded to him by the Board.

After conversation in regard to the desirableness of amending the College Charter, so as to increase the number of Laymen on the Board, and to provide for an Annual Convocation of Graduates, it was,—

Resolved. 1. That the united Board of Trustees and Visitors of Victoria College be increased from fourteen to twenty-four;—to consist of an equal number of Clergymen and Laymen; that, if it be found practicable on enquiry, the Board of Trustees shall consist of twelve and the Board of Visitors of twelve; but, if, on enquiry, it be found impracticable, or inconvenient, to increase the number of Trustees, the addition proposed to be made to the united Board shall consist of Visitors.

Resolved II. That the Secretary be requested to give notice in the Official Gazette that application will be made to the Legislature at its next Session to amend the Charter of Victoria College, so as to increase the number of Members constituting the Board of the College from fourteen to twenty-four Members;—to consist of an equal number of Laymen and Clergymen; and for other purposes.

Resolved III. That a Committee, consisting of the President and Co-Delegate of the Conference, the President of the College and the Members of the Board residing in Toronto, draft a Bill containing these changes in the Act of Incorporation, and report the same to the Board at a future Meeting.

Resolved IV. That the same Committee be authorised and requested to consider and report as to the propriety of establishing a Meeting of Convocation, consisting of the Graduates of the College.

An address to the Members of the Church and friends of the College, prepared by Doctor Ryerson at the request of the Board, was read as follows:—

To the Members of Wesleyan Congregations and Other Friends of Victoria College in Canada:

Christian Brethren and Friends,—

1. The Board of Victoria College desires to address you on a subject of the deepest importance to the cause of Christian Education in our Country: it is the subject of your co-operation to enable this College to accomplish its great mission in regard to the Youth and Ministry of our Church, and hundreds of other youth of the present and future generations of Canada. The very mention of such a subject must awaken in the thoughtful mind a keen conviction of responsibility, and inspire in the pious heart a warm desire to promote so noble a work. To each one the inquiry will suggest itself, "What can I do in this work?" and then, "What ought I to do?"

2. To the first question, the answer is plain, that every one can give the wish and prayer of his heart, and the strong and cordial expression of it; and there are few, indeed, who cannot contribute the amount of a "stone" or a "brick," to the Building, or of some article to its Furniture. The offering may be small to the object, though large to the giver; but, as each ray of light contributes to the splendor of the sunbeam, and each rain-drop to the copiousness of the shower; so the donation of every dollar, of every pound, or of every Five pounds, though small in comparison of other gifts of Fifty, or a Hundred, or Five hundred pounds each, will aid in making up the sum so necessary to render our College the efficient agent of liberal education, demanded alike by the exigencies of the Church and of the Country.

3. It is now more than twenty-five years since the idea of establishing this Institution was first suggested and matured, and the first subscriptions towards its erection solicited and given; and it is more than twenty years since the Buildings were erected, and the Institution,—then called "The Upper Canada Academy"—was opened for the reception of Pupils. At that time the Congregations and wealth and Ministry of our Church were not one-fourth of what they are now; the Agricultural productions of the

Country were sold at prices fifty per cent. below their present value; and our present facilities for Travelling, for Commerce, and for accumulating Wealth, were then comparatively unknown. The establishment of an Educational Institution by voluntary subscriptions on the part of any Religious Denomination was then an unheard of thing; and not a few regarded such an undertaking as extravagant and impracticable. But our Fathers, including many of you, and some of ourselves, seeing that such an Institution was imperatively required to meet the educational wants of our Connexion and of the Country, then so deeply and widely felt, resolved to undertake it, as they did other Christian enterprises, as a "work of faith and labour of love." They were of one heart and one soul, and they set themselves to the work as one man. The result was a subscription of upwards of Fifty thousand dollars, ($50,000),—a larger sum, in proportion to the circumstances and resources of the Connexion, than Two hundred thousand dollars, ($200,000), would be now. The Buildings were soon erected, and the Institution opened, but with insufficient funds to pay for the original erection and Furniture, while it was exclusively depending upon the fees of Pupils to defray its current expenses. The then unsettled state of the Civil Government and social conditions of our Country, and the great reverses of property and trade, in subsequent years, were extremely adverse to the interests of Victoria College; yet its friends manfully, and, at every sacrifice, sustained it, and its operations were never suspended. But the original debt still remained, and was somewhat increased, from time to time, by necessary repairs. Recently the Building has been thoroughly repaired and re-furnished throughout, at an expense of nearly Three thousand pounds, (£3,000). In 1842, the Institution was incorporated as a College, with University powers; but its original purposes as an Academy have never been departed from, but have been faithfully carried out to the present time. Nearly two thousand pupils have been educated within its walls; and they are now to be found in every part of Canada, and with very few exceptions, are characterized by their integrity, energy, intelligence, practical talents, and success, in different secular professions and pursuits, while a considerable number are useful Ministers in our own and other Churches.

4. The number of Students and Pupils have, of late years, increased from thirty, to upwards of three hundred. The number of Students in the Collegiate department is now nearly as large as was formerly the number of Pupils in the Preparatory, or Academical, department, while the number of the latter is increased nearly ten fold.

5. It is under these circumstances, dear Brethren and Friends, that we lay before you the claims of Victoria College. Every Building, and especially a School Building, must undergo frequent and large repairs in the course of a quarter of a century; and the recent increased and unparalleled, and still increasing attendance of Students and Pupils, has not only required such repairs, with every possible increase of accommodation, but has rendered it indispensably necessary to add to the present Buildings a northern Front and Wings,—in a word, to erect a new College Building beside our present one. And this we are able to do on the present premises, from the addition made to them by the handsome gift of Five Acres of Land, on the part of the Municipality of Cobourg.

6. Your own experience in other matters may illustrate the necessity of this large increase of our College accommodations. The Houses, and Barns, and Shops, and facilities for travelling, which well answered your purposes twenty-five years ago, would be utterly insufficient to meet your wants, much less your convenience, at the present time. It is so with our present College Buildings. The unparalleled success of the Institution has increased our embarrassment, and created the necessity for additional Buildings.

7. To defray the expenses of the recent repairs and re-furnishing of the present excellent Buildings, and to erect another equal to it, will require a larger sum than that required twenty-five years ago to erect the existing Building. And we would ask you, and, at the same time, ask ourselves, shall that sum be granted? Shall it

not be forthcoming? Lately, at Montreal, a portion of the Protestant citizens added, by voluntary subscription, Ten thousand pounds, (£10,000), to the Endowment of McGill College; the Members and friends of the Church of Scotland have endowed Queen's College with some Two thousand pounds, (£2,000), a year, besides providing the Buildings; the Members and friends of the Church of England have, by voluntary subscription, erected the beautiful Buildings for Trinity College, Toronto, besides securing to it an endowment of some Two thousand pounds, (£2,000), per annum. Surely then, under such circumstances, with such examples, and when there are more Students and Pupils seeking admission to Victoria College than in any other College of the Country, the means will not be withheld to provide, free from all debts, the requisite Buildings for their accommodation.

8. Nearly a generation has passed away since the first appeal was made for subscriptions to erect the first Building for this Institution. Some of us, and many of you, were among the original subscribers. Those of us, who then subscribed to the utmost of our ability, purpose to do the same again on this eventful occasion. We do not, therefore, desire you to do what we are not doing ourselves. And those of you, who are now called upon for the first time to share in this great work, will, we trust, act in a manner worthy of yourselves and of the occasion. It is a subscription but once in your lives, yet one that will tell upon vast temporal and eternal interests, when these lives shall have passed away. We entreat you to unite with us in the combined duty and privilege of leaving to our Country and Church the noblest of legacies,—an Institution, which, in the Preparatory Branch of it, provides for youth the best English and Classical education, fitting them to enter upon professional studies, or the business of life; and provides, in the Collegiate Department, for the University education of young men; an Institution which provides for the better education of young men for the Ministry, after they have been called by the Church to it,—an Institution, in which the moral and spiritual interests of its immortal charge are cared for with Scriptural diligence and piety. As an illustration of this it may be stated that a large proportion of the numerous Pupils and Students, who have attended the College, especially of late, have given evidence of true piety, as well as of great diligence; and to the high moral and excellent conduct of the whole of them, the Mayor of Cobourg and others bore unqualified testimony in a Public Meeting of the Ratepayers of the Town, at which a Resolution was unanimously adopted in favour of the Corporation presenting the College Board with Five Acres of Land to enlarge the premises of the College.

9. May we not, therefore, Brethren and Friends, hope for such an effort on your part, as well as on our own, as an individual may put forth once in his life, such as a community may make once in a quarter of a century, such as will render the Educational School and College of our Church commensurate with the great work it is called upon to perform, and second to no other voluntary Christian Institution of the kind in America.

10. Our Fathers and Brethren in England, and in the United States, have each founded two separate Institutions for the education of young men in the Ministry,—feeling that, in the times in which we live, and in the state of educated and advancing society, with which we have to do, there must be a corresponding progress in the intellectual qualifications for the work of the Ministry, and, therefore, corresponding helps and facilities for their attainment. In this provision also is seen the Scriptural caution and piety of our Church, not to fall into the error of educating any youth, or young man for the Ministry, but after he has given evidence of conversion and call to the Ministry, and has been recommended by his Circuit Quarterly Meeting, and received by the Conference to the Ministry, then to aid him in two, or three, years' preparation for that great work,—as St. Paul himself, after his conversion, spent three years in retired devotion, study and labour, before he came to Jerusalem to enter into the full fellowship of the Apostles. We know how anxious and importunate are our Congregations that, while their Ministers should not be second to the first preach-

ers of Christianity in experience and piety, they should not be second to the Ministers of any other Church in mental powers and qualifications; and, though we think it would be too heavy a burden for our Church to undertake to establish and support a separate Theological Institution for the education of young men for the Ministry, which is done on so large a scale in England and the United States, we are sure you will agree with the Conference that accommodation and provision should be made for that purpose in connexion with Victoria College, and as a Branch of it. The presence and labours of a number of pious young men there, received as Candidates in the Ministry, and acting under the same authority as Preachers on Circuits, cannot fail to be the means of great good, (as experience has already shown), in aiding to promote the conversion and religious interests of the large number of youth attending the College. At our late Conference nearly fifty young men were received as Candidates on trial in the Ministry. How important, how inexpressibly important, that as many of these as possible, as well as of those Candidates, who may be received by the Conference from year to year, should have the means and facilities for such preparatory studies as will enable them to be aceptable and able Ministers in the Church, to take their proper position with the Ministers of other Churches in relation to the Schools and growing intelligence of the Country, to be in all respects, "workmen that need not to be ashamed," and of whom neither the Congregations nor the Members of the Church need, in no sense, be ashamed.

11. We trust, then, that no one of us will consider this work in reference to our individual interests merely, as to whether we may have sons to educate at Victoria College. This may be an additional motive with some; but we view it ourselves, and we lay it before you, as a work appealing to our best feelings and most enlarged liberality, as Members of the Wesleyan Church and Congregations, and as Members of the Christian community at large.

12. In the original Charter of the Institution, the Members of the Corporate Board of Trustees and Visitors, consisted partly of Laymen and partly of Ministers. The Institution, having been incorporated as a University College, in addition to its being an Academy, its interests and objects now becoming more important and varied, and the Members of our Conference and Congregations greatly increased, we think it desirable that additions be made to the Corporations of the College, and we propose to apply at the next Session of the Legislature, for and Act of Parliament so to amend the Charter of Victoria College, as to increase the united Board of Trustees and Visitors from fourteen to twenty-four, providing in the Act that the one-half of each Board shall be Laymen, and the other half Ministers. This arrangement, we doubt not, will be acceptable to the great body of the friends and supporters of the College, while it will afford additional aid in its management.

13. The Conference, after much anxious deliberation, was so impressed with the importance of the occasion, and the greatness of the work, as to appoint two Agents to call upon the friends of the College in order to secure their co-operation in this noble undertaking. Many of you will probably not wait for their call, but will directly communicate with the Treasurer of the College, the expression of your liberality.

14. Permit us to add, that we have no more personal interest than you in this great work; upon the same grounds on which we appeal for your aid and co-operation, we gratuitously devote our time and means to the management and support of the College; and we shall feel ourselves amply rewarded, if, with your assistance, we are enabled, on resigning our trust, to leave to our successors a College free from debt, in successful operation, with Buildings capable of accommodating, and occupied by Five hundred Students.

It was directed that this Appeal be signed in behalf of the Board of the University of Victoria College, by— ENOCH WOOD, Chairman.

TORONTO, August 6th, 1857.

Resolved, That the Address be published in the Guardian and as many other papers in the City as practicable, and also published in pamphlet form, 2,000 copies.

Resolved, That Doctor Ryerson be requested to prepare on behalf of the Board an Editorial, embracing the chief points of this Address to the people on behalf of Victoria College, for publication in the Guardian.

COURSE OF STUDY IN VICTORIA COLLEGE UNIVERSITY, PRESCRIBED BY THE BOARD OF THE COLLEGE.

Matriculation. Candidates for Matriculation must be able to pass an examination in the following subjects, viz.:—Geography, [Ancient and Modern]; Arithmetic; English Grammar; Parker's Elements of Natural Philosophy; Outlines of English History; Loomis' Elements of Algebra; Andrew's Latin Grammar; Andrew's Latin Reader; Cornelius Nepos; Anthon's Sallust, de Conjuratione Catilinæ; Arnold's First Book in Latin; Bullion's Greek Grammar, and Greek Reader.

After Matriculation the course of study embraces four years as prescribed below, on the satisfactory completion of which, Students are admitted to the Degree of Bachelor of Arts. Candidates may be admitted to advanced standing in the Course by passing an examination in all the studies preceding the year in which they propose to enter. No one, however, will be allowed to enter later than at the beginning of the senior year. Any Student not intending to graduate, may pursue a partial, or elective, course, selecting such studies as his circumstances may allow and omitting the others.

Freshman Year. Anthon's Virgil Æneid, 6 Books; Lincoln's Livy; Anthon's Xenophon, Anabasis, 3 Books; Johnson's Herodotus; Loomis' Algebra, completed; Legendre's Geometry, first 4 Books; Smith's Greek and Roman Antiquities; Arnold's Latin Prose Composition; Arnold's Greek Prose Composition; Lectures and Lardner's Electricity, Magnetism, and Electro-Chemistry; Lectures and Johnson's Chemistry; Taylor's Universal History; Exercises in Elocution and English Composition.

Sophomore Year. Anthon's Horace; Anthon's Cicero in Catilinam; Anthon's Homer, Iliad, 4 Books; Anthon's Xenophon, Memorabilia, [Books I, II and IV;] Walker's Lucian; Arnold's Latin Prose Composition; Legendre's Geometry completed; Loomis' Mathematics, including Trigonometry [plane and spherical], Mensuration, Surveying, Navigation, and Levelling; Cutter's Physiology; Whately's Rhetoric; Whately's Logic; Elocution and English Composition.

Junior Year. Proudfoot's Plautus' Captives; Anthon's Tacitus' Germania and Agricola; Thatcher's Cicero de Officiis; Anthon's Euripides, Medea; Sophocles, Œdipus Rex; Owen's Thucydides, Book 1; Greek Testament; French and Hebrew; Loomis' Analytical Geometry and Conic Sections; Smith and Olmsted's Mechanical Philosophy; Reid and Upham's Mental Philosophy; Stewart's Active and Moral Powers; Exercises in Elocution and Composition. Students of the junior year have an option of Mathematics, French, or Hebrew.

Senior Year. Cicero de Oratore; Demosthenes de Corona; Lewis' Plato contra Atheos; Olmsted's Optics and Astronomy; French and Hebrew; Paley and Butler's Evidences of Christianity; Paley's Natural Theology; Lectures on Botany, Zoology, Mineralogy and Geology; Exercises in Elocution and Composition.

THE PREPARATORY DEPARTMENT.—This department sustains to the University the relation of a Grammar School, and is designed to qualify pupils for the University Course, or to give them a thorough elementary training in any, or all, of the following subjects, namely:—Arithmetic, Geography, History, English Grammar, Book-keeping, Algebra, Natural Philosophy, the French, Latin and Greek Languages. Those presenting themselves for admission into this department must be twelve years of age and able to pass an examination in Geography and Arithmetic as far as fractions.

THE MEDICAL FACULTY.—This Department will be conducted in Toronto as heretofore, and those who complete the prescribed curriculum, and pass a satisfactory examination, will receive the degree of Doctor of Medicine, from the Senate of the University. The Lectures commence on the first day of October, and continue six months. Any further information required may be obtained by applying to the Dean of the Medical Faculty.

CONDITION OF VICTORIA COLLEGE, 1856, 57, AS REPORTED TO THE BOARD OF THE COLLEGE.

I. Graduates in Divinity, Arts and Medicine, 1849-57		82
II. Under-graduates in the Faculty of Arts, 1856-7	33	
Under-graduates in the Faculty of Medicine, 1856-7	51	
		84
III. Matriculants and Students of the Collegiate School, 1856-7		268
IV. Students in first Honour class, 1856-7	11	
Students in second Honour class, 1856-7	88	
		99
V. Corporation and University Offices, 1856-7:—		
1. Members of the Board as Trustees	9	
2. Members of the Board as Visitors	5	
3. Members of the Senate, *ex-officio*	11	
These three classes compose the University Senate.		25
4. Professors in the Faculty of Arts	5	
Professors in the Faculty of Medicine	5	
Governor	1	
Tutors and Masters, etcetera	7	
		18
5. General Travelling Agents, East and West of Toronto		2

The numbers attending the College at present are larger than ever. There are about 40 undergraduates in Arts.

The Board agreed that the following allowance for salaries be made:

The Reverend S. S. Nelles, M.A., Principal, £350 per annum.

Professor John Wilson, M.A., £250 per annum.

Professor William Kingston, M.A., £250 per annum.

Professor George C. Whitlock, M.A., £250 per annum.

The Tutors to remain as they were, videlicet: Mr. John Campbell, £125 per annum. Mr. T. A. Ferguson, £125 per annum. Rector of the High School, Mr. William S. Tompson, £125 per annum.

The salary of the Reverend John Ryerson, Governor of the College, to be £150 per annum. The salaries to date from June, 1857. It was further,—

Resolved. 1. That the price of Board in Victoria College Hall be raised from 12/6 to 15/ per week.

Resolved. 2. That the Secretary be instructed to convey to the Professors, whose Salaries have been increased, the Board's appreciation of their long and valuable services.

Resolved. 3. That the Governor and Treasurer be authorized to re-issue Scholarships, so as to fill up the number issued to those failing to pay their notes, for them.

Resolved. 4. That the Salaries and Allowances to the Agents to be according to the appropriations made to the Superintendents of the respective Towns in which the Agents reside.

December 28th, 1857. It was *Resolved.* 1. That a Committee of Audit be appointed, consisting of the Reverend T. T. Keough and Mr. T. Ferguson.

Resolved. 2. That an addition of Twenty five pounds be made annually to the present salary of Mr. Wiliam S. Thompson, Rector of the High School; the addition to his Salary to commence from the beginning of the present Collegiate Year.

Resolved. 3. That the Reverend D. McMullen's proposition to collect in behalf of the College be accepted, and that he confine his labours to the Counties of Lennox and Addington and Frontenac, and that his remuneration be ten per cent. upon such sums as he collects and pays over to the Treasurer; the President and Treasurer having power to enlarge his field, as they deem it advisable.

Minister's Education Fund of Victoria College.

At a Meeting of the Committee of the Ministers' Education Fund of Victoria College, held in Hamilton, on August the 13th, 1857, the following Report was presented by the Treasurer, the Reverend S. D. Rice, and adopted by the Committee:

The Ministers' Education Fund of Victoria College, in account with the Treasurer.

Credit.

By amount from Districts as per statement below:		
Collected in 1855	$789 80	
Collected in 1856	1,076 15	
Collected in 1857	1,189 43½	
		$3,055 43½
Debtor.		
1855. To amount loaned to the Treasurer of Victoria College, now due from the College	$802 02	
1856. To amount paid for Board and other expenses at Victoria College of Candidates for the Ministry, authorized by the Conference to attend there	930 50	
1857. To amount paid Treasurer of Victoria College in advance, for expenses as above, for 1857-8	626 16½	
To cash for Treasurer's Books, etcetera	2 00	
To Balance in the Treasurer's hands	692 75	
		$3,055 43½

Hamilton, August 12th, 1857. S. D. Rice, Treasurer.

Appointment of Victoria College Agents by the Conference.

Resolved, That this Conference having appointed the Reverend Lewis Warner and the Reverend William H. Poole, as Travelling Agents to solicit subscriptions for the relief and extension of Victoria College, would bespeak in their behalf a cordial reception by our Ministers and People, and such a liberal response as the importance of our Educational work demands.

Enoch Wood, President.
Toronto, June, 1857. James Spencer, Secretary.

Pastoral Address to the Members of the Methodist Church by the Conference.

One Institution, in connection with our Church, deserves more than a passing notice. Never during its history has the University of Victoria College been in a state of such efficient and successful operation. The number of Students in attendance, during the past Session has been much larger than at any previous one. But the most pleasing feature, which has characterized the Session just closed, is the delightful Religious influence, which pervaded the Institution. Many of the Students attained the knowledge of salvation during the Session, and the piety of those, who had been previously converted, greatly increased. Thus is our College answering an end worthy of a great Denominational Institution, by contributing a sound literary education, with a high moral and Religious influence.

Enoch Wood, President.
Toronto, June, 1857. James Spencer, Secretary.

II. THE PRESBYTERIAN CHURCH (OF SCOTLAND), REPRESENTING QUEEN'S UNIVERSITY, KINGSTON, 1857.

Proceedings of the Synod of the Presbyterian Church (of Scotland) in Regard to Queen's College University, Kingston.

May 28th, 1857. The Reverend Messieurs Alexander Spence, John Barclay, D.D., and James George, D.D., were unanimously re-elected Trustees for Queen's College, in accordance with the provisions of the Royal Charter; their names were placed at the top of the Roll; and the Clerk was instructed to intimate their election to the Board of Trustees.

June 3rd, 1857. The following Minute, relative to the death of the late Clerk of the Synod, was submitted by the Reverend Doctor Mathieson and unanimously adopted:

The Synod agree to record their respect for the memory of the late Reverend Andrew Bell, Clerk of this Board, and the deep sense they entertain of the zeal and ability he displayed in the discharge of the duties of the office of Synod Clerk. . . . Mr. Bell was a man of extensive and varied acquirements. A valuable collection of Mineralogical and Geological specimens, which he had collected and arranged with great care, he bequeathed to the University of Queen's College, with the design of promoting among the Students of that Institution a taste for the study of the Natural Sciences.

An overture from the Presbytery of Montreal on the present state of the property of Queen's College was read, and ordered to lie over till the next meeting of Synod.

June 2nd, 1857. The following Address to the Governor General was agreed to:—

To His Excellency, Sir Edmund Walker Head, Baronet, Governor General of British North America.

May it Please Your Excellency:—

We, the Ministers and Elders of the Presbyterian Church of Canada in connection with the Church of Scotland, now assembled in Synod at Hamilton, embrace the opportunity of again assuring Your Excellency of our loyalty to our Most Gracious Queen, our attachment to the British Constitution, and our earnest desire to advance the best interests of this great Country, in which Divine Providence has cast our lot. . . .

We are endeavoring to increase the efficiency of Queen's College, Kingston, where our own Students are trained for the sacred office. That Institution still flourishes. It is annually sending out young men highly qualified for the varied learned professions, and is well deserving of Your Excellency's assistance and patronage. . . .

Our Church has always taken a profound interest in the education of the young. And while the present system of our Common Schools in Western Canada has not our entire approval, we have been pleased to know that the Bible is read in most of them, and that their advantages are enjoyed by children of all Denominations. We, therefore, utterly condemn the changes which some of our Roman Catholic Brethren are striving to effect in their constitution, and in the mode by which they are sustained. We deprecate the success of every attempt to exclude from them that Holy Volume, which God has Graciously given for our instruction in youth, as well as for our guidance and consolation in riper years. And we trust, that no enactment will ever be framed by our Legislature, or sanctioned by Your Excellency, for transferring any part of the taxes levied on Protestants for Common Schools, to the support of Schools designed only for Roman Catholics; for such an appropriation would be, in our view, alike unjust to the former, and eventually injurious to the latter.

Signed in the name, in presence, and by appointment of the Presbyterian Church of Canada in connection with the Church of Scotland.

Hamilton, 2nd of June, 1857. George Macdonnell, Moderator.

PROCEEDINGS OF THE BOARD OF TRUSTEES OF QUEEN'S COLLEGE UNIVERSITY, 1857.

February 3rd, 1857. A grant of Fifty pounds, (£50,) currency was made to the Reverend Doctor Hugh Urquhart as a partial remuneration for his kind services in teaching the Church History Class of the University.

March 2nd, 1857. The Treasurer reported that the following sums had been received since the last Meeting of the Board: St. Andrew's Church Ladies Association, Toronto, Two hundred pounds, (£200), to endow a Bursary; and, on account of subscriptions in Toronto, per Mr. John Cameron, Two hundred and fifty pounds, ten shillings, £250.10.0).

April 7th, 1857. The Chairman reported that the usual Petitions for an Annual Grant to the College had been presented to the Governor General and to the two Houses of the Legislature.

A Letter was read from Mr. J. W. Cook enclosing the sum of Twelve pounds, ten shillings, (£12.10.0), from the Sabbath School of St. Andrew's Church, Quebec, for a Bursary.

The Reverend Doctor George stated that he had again received the sum of Seven pounds, sterling, (£7), from the Students' Missionary Association of the Aberdeen University. Doctor George also stated that the Reverend David Watson of Thorah has promised a Bursary next year.

June 4th, 1857. The Annual General Meeting of the Board of Trustees was held this day.

Letters were read from the Synod Clerk, intimating the re-election by the Synod of the Reverend Alexander Spence, Reverend Doctor John Barclay, and Reverend Doctor James George. The Secretary was instructed to place the names of these gentlemen on the Roll of Trustees, in conformity with the Royal Charter.

Minutes read of a Meeting of the Lay Trustees, held on the first day of the Meeting of Synod, in conformity with the Royal Charter, at which the following Lay Trustees, retiring by rotation, had been re-elected: James Hamilton, M.D., Mr. Alexander Drummond, Mr. Hugh Allan, and Mr. John Cameron. The Secretary was further directed to place these names at top of the Roll of Lay Trustees. On motion it was,—

Resolved: That the Reverend Doctor John Barclay, Reverend Robert Burnet, the Honourable Justice McLean, and Mr. John Cameron, be a Committee to report on the legality and expediency of the present mode of electing Lay Trustees. This Committee to report at next Annual Meeting.

The Honourable John Hamilton was elected Chairman for the ensuing year.

The proceedings of the Executive Committee for the past year were confirmed.

The Secretary was directed to communicate the thanks of the Board to the Reverend Doctor Fowler, to the Colonial Committee and to Mr. S. S. Laurie, Secretary, for their kind attention to the interests of the College, and for the trouble they had taken in giving information to Candidates for the vacant Chair in the University.

On motion it was,—

Resolved, That, after ample accommodation has been provided for the Classes in Arts and Divinity, the Executive Committee be instructed to give gratuitously all possible facilities for the meeting of the Medical Classes in the College Building, but that, inasmuch, as it is desirable that a Building should be erected for the special use of the Medical Classes, the Executive Committee and the Medical Faculty do take into serious consideration what means can be adopted towards the attainment of that object.

On motion it was,—

Resolved, That the following Trustees be a Committee to take into consideration a Memorial presented by the Reverend Doctor James George, and a Letter addressed

to the Board by Mr. H. J. Borthwick, the Reverends Doctor Cook, Alexander Spence, and John McMorine.

On motion it was,—

Resolved: That the Reverends Doctors Cook and Machar; John McMorine, Alexander Spence, and Mr. John Cameron, be a Committee to report regarding Houses and Salaries of Professors.

The Committee to whom the Memorial of Doctor James George, and a Letter of Mr. Borthwick had been referred, having reported the result of their deliberations, the following Resolution was adopted: The Board having appointed Doctor Cook, the Reverends Alexander Spence, and John McMorine to confer with the Reverend George Weir on the subject complained of, they reported that they had received from Mr. Weir an explicit declaration that he had not intended, by reasons of dissent, which he gave in to the Senatus, to endorse, or homologate, the statements in the Letter of Mr. H. J. Borthwick, nor did he believe that fairly considered, they will bear this interpretation. And the Board having dealt with Mr. Borthwick, and obtained his acknowledgment that he had used language fitted to give a wrong impression,—and which language he now deeply regrets; and further, Mr. Borthwick having withdrawn his complaint against Doctor George, and expressed his regret that he should have used the language contained in it, and expressed his desire to be received into Doctor George's class to complete his course as a Student of Divinity, the Board agreed to admonish Mr. Borthwick to greater caution in future, and to give all due respect and obedience to the authorities of the College, into which they now resolve that he be admitted. And the Board do trust and expect Doctor George, who has had just cause of offence in the paper which has given rise to this case, will allow the whole matter to drop, and receive Mr. Borthwick into his class. And the Board take this opportunity of renewing the expression of their entire confidence not only in the eminent ability, but in the unwearied diligence of Doctor George in the discharge of his important duties.

On motion it was,—

Resolved, That the Board authorize the Executive Committee to obtain Plans for the erection of five Houses for the Principal and Professors, on such part of the College Lot as may be most convenient and ornamental, said Houses not to cost more than Four thousand pounds, (£4,000). And, if they approve of the Plans, the Executive Committee are further authorized to erect the said Houses, disposing of such part of the College Lands and Securities as may be necessary to meet the expense, it being understood that, until the state of Funds admits of, these Houses being given rent free, the rent of each shall not exceed Fifty pounds, (£50), per annum.

The Testimonials of the Candidates for the Chair of Hebrew, Biblical Criticism, and Church History, having been laid upon the Table, it was,—

Resolved, that the consideration of these Testimonials should be postponed until the fifth day of August next. The Secretary was instructed to have the Testimonials printed, and to place copies in the hands of the Trustees with all convenient speed.

The following Trustees were appointed a Committee to make enquiries respecting a Principal, and in particular to write to Doctor Robertson of Edinburgh respecting the fitness for this office of Doctor McTaggart, of Aberdeen, the Reverends Doctors Cook, Machar, and Urquhart.

August 5th, 1857. The Reverend Doctor Cook read a copy of a Letter which he had addressed to the Reverend Doctor Robertson, Edinburgh, on the subject of the vacant office of Principal, to which he had not yet received any reply.

The Committee appointed to procure Plans and erect Houses for the Principal and Professors having reported; it was moved, That the consideration of the question of erecting Houses for the Principal and Professors be postponed until next Annual Meeting.

Moved in amendment, That the Executive Committee be enjoined to procure from an Architect suitable Plans for the erection of five Houses on that part of the College grounds, West of the College, and South of it, as also Estimates for the same, and to take all necessary steps for having the Buildings begun next Spring. The Plans, however, to be approved also by the Trustees. On division, the amendment was lost. The original motion was then put to the Meeting and carried.

The appointment of a Professor for the vacant Chair, having been brought before the Meeting, on motion it was,—

Resolved, That the Reverend J. B. Mowat, M.A., of Niagara, be appointed to the vacant Chair. The Secretary was accordingly directed to communicate to Mr. Mowat his appointment.

Sales of certain College Lands were confirmed.

The sum of Two pounds, ten shillings expended by Reverend Doctor William Snodgrass in printing the Testimonials of the Reverend F. Nicoll, was ordered to be paid.

September 30th, 1857. The Minutes of last Meeting were read and approved, with the exception of the following amendment. The Secretary was instructed to record that the Reverend Robert Burnet dissented from the Resolution appointing the Reverend J. B. Mowat, M.A., to the vacant Chair.

The Secretary read a Letter from the Reverend Doctor James George, resigning his office of Trustee, and also of Vice-Principal, together with a statement of his reasons for the same. On motion, it was,—

Resolved, That the Letter and Statements of Doctor George do lie upon the Table, and that a Committee, consisting of the Reverends Doctors Urquhart, Barclay, and Machar, and the Reverend John McMorine, be appointed to wait upon Doctor George to request him to withdraw them. The Honourable John Hamilton was also placed on this Committee.

The subject of Doctor George's resignation having been again taken into consideration, the Honourable John Hamilton, on behalf of the Committee appointed to wait on the Reverend Doctor George, reported that they had done so, but without being able to induce him to change his determination. The Board thereupon resolved to accept the Reverend Doctor George's resignation of the offices of Vice-Principal and Trustee, as stated in his Letter.

A Letter was read from the Reverend Doctor Robertson, addressed to Doctor Cook, and dated Edinburgh, 30th July, 1857. The Reverend Doctor John Barclay and the Reverend Robert Burnet were appointed a Committee to draft a Resolution bearing upon the above Letter. On motion, it was,—

Resolved, That the sum of Two hundred and fifty pounds, (£250), be placed at the disposal of the Executive Committee for the purpose of making necessary repairs on the Building, should they find it expedient to expend this amount.

The Reverend Doctor James Williamson brought before the Board the necessity of appointing a Professor of Chemistry and Natural History. He also read a Letter from Doctor Doctor Lauder Lindsay, making sundry enquiries upon the subject. It was,—

Resolved: That Doctor Williamson be instructed to write to Doctor Lindsay, stating that the salary of the Professor of Chemistry and Natural History will be Four hundred and twenty-five pounds, (£425,) Currency, per annum, and giving him all necessary information on the subject; and requesting him to say if he will accept the appointment on the above terms.

A Letter was read from the Reverend J. B. Mowat, M.A., dated Niagara, 10th August, accepting the office to which he was appointed at last Meeting.

A Letter was read from the Reverend George Bell, Clerk of the Presbytery of Hamilton, dated Clifton, 11th of September, enclosing a Resolution of the Presbytery of Hamilton respecting the election of the Reverend J. B. Mowat to the vacant Chair.

October 1st, 1857. The Sale of the College Lot was confirmed.

The Committee on the subject of Doctor Robertson's Letter from Edinburgh, having reported, the following Resolution was adopted: The Board having had read Doctor Robertson's Letter, resolve that Doctor Cook be requested to acknowledge it, and to convey to him their sincere thanks for his exertions to procure a qualified Principal. The Board, desirous of following out Doctor Robertson's suggestion, and impressed with the soundness of his views, and thoroughly convinced of the urgent necessity of an immediate appointment, for the good of the College and Church, and assured, from ample testimony, that the qualifications of the Reverend Doctor Cook have long commanded the unanimous approbation of those connected with the Church; be it, therefore,—

Resolved, That Doctor Cook be urgently requested to accept of the office of Principal, which the Trustees now tender him. That, with a view to carry out this Resolution the Reverends Doctors Hugh Urquhart, John Barclay, the Reverend Robert Burnet, and Mr. Hugh Allan, be appointed a Deputation to wait upon Doctor Cook, and further to represent to him the great desire of the Board, and their earnest hope that he may see it to be his duty to accept an office, for the discharge of the duties of which he is so eminently qualified, and thus comply with what the Trustees are assured would be generally acceptable to the Church at large; and that, with a view to facilitate arrangements for the present Session, the co-operation of the Commission of the Synod be solicited.

A Letter was read from Doctor Sampson, President of the Medical Faculty of Queen's College, dated Kingston, 25th August, 1857, resigning his office.

Letters were read from Doctor Dickson and other Medical Professors, also a Communication on same subject from Doctor Stewart. It was then,—

Resolved,—That the Reverends Doctors Cook, Machar, and Barclay, the Honourable Mr. Justice McLean, Judge Malloch, and Messieurs Cameron and Burnet, be a Committee to draft Rules and Regulations for the government of the University, Senatus, and Faculties; the Reverend Robert Burnet, Convener. It was further,—

Resolved, That the Medical Faculty be informed that the Board have appointed a Committee to draw out Rules and Regulations for the government of the Faculties of the University, and while they cannot divest themselves of the direction and superintendence of the Government Grant in aid of the Faculty of Medicine, vested in them in accordance with the Charter, they are most anxious to administer it in the best manner for the advancement of the object for which it was made, and will disburse it on the application of the individual Professors, as the interests of each of the classes, in the opinion of the Executive Committee, may require. That, in future the announcement of the Medical Faculty, in like manner as the annual advertisement of the College has hitherto been, shall be submitted to the Board for their consideration and approval before publication. It was then moved and seconded,—

That Reverend Doctor William Snodgrass, be appointed a Trustee in the room of the Reverend Doctor James George, resigned. Moved and seconded in amendment, that this appointment be postponed until next General Meeting. On a division the amendment was carried, and original motion was lost.

December 2nd, 1857. A Letter was laid on Table from Doctor W. L. Lindsay, dated Perth, (Scotland,) 23rd of October last, accepting the office of Professor of Chemistry and Natural History, as offered to him on the 30th September, and also another Letter was received, dated 29th October, rescinding his acceptance. Doctor Williamson having been appointed to correspond with Doctor Lindsay, was requested

to continue the correspondence with those individuals, who had taken an interest in the matter, with a view to obtaining a properly qualified person to fill the Chair.

The Sales of the College Lot was confirmed.

The Reverend Robert Burnet, Convener of the Committee, appointed to draft Rules and Regulations for the government of the University Senatus, and Faculties, reported verbally that the Draft had been prepared, and that a final Report would be made at next Meeting.

A Letter was read from Colonel A. Cameron, dated Garden Island, 15th November, containing a proposal to give Gymnastic Instructions to the Students. The Secretary was directed to acknowledge receipt of this Letter, and to state that the Trustees were not prepared to take any immediate action in the matter.

The Reverend Doctor Urquhart, on behalf of the Committee appointed to wait on the Reverend Doctor Cook, reported that he had gone to Quebec along with Doctor Barclay, and that they had had interviews with Doctor Cook on the matter entrusted to them, but that, as Doctor Cook was present at this Meeting, it was not necessary to report further.

Instructions were given to Secretary to correspond with the Agent for the estate of late Reverend Professor Smith, respecting thirty-five pounds, (£35), Sterling, supposed to have been paid to him by the Colonial Committee, on account of the Bursary Fund.

December 3rd, 1857. On motion, it was,—

Resolved: That Doctor Cook be appointed Principal of Queen's College, and that, in the event of Doctor Cook's final acceptance of the office of Principal, his salary for the remainder of the Session be not less than three hundred pounds, (£300,) exclusive of expenses incurred in supplying his Pulpit. It was also, —

Resolved, That, for the present year, the Salaries of all the Professors be Three hundred and seventy-five pounds, (£375), Currency, each; and that Doctor Cook be requested to report upon this subject, and upon the state of the Preparatory School, at the close of the present Session.

May 5th, 1857. A Letter was read from Mr. G. L. Mowat, Solicitor, giving an opinion as to the Title of the College to Lot Number 16, in the third Concession of Osgoode. It was,—

Resolved,—That Mr. Mowat be instructed to take steps for ejecting the present occupant of this Lot.

A Letter was read from Mr. John Cameron, dated Toronto, 13th April, offering to make over to the Trustees a sum of money which had been collected for the purpose of supporting a son of the late Quarter Master Harkness, during his College course, upon conditions of the Trustees paying a certain sum annually to Mr. Harkness for seven years. It was,—

Resolved, That Mr. Cameron be advised to purchase an Annuity for Mr. Harkness as the preferable course.

The Secretary was instructed to hand to the Secretary of the Medical Faculty, a copy of the Minute, dated the 18th of August, 1856, respecting the erection by the Medical Faculty of a Building for their own Classes, and to make enquiry as to their views upon the subject, also to ask payment of the sum of Fifty pounds, (£50,) by way of rent for the Rooms which they had occupied during last Session.

The Synopsis of the last year's Proceedings having been approved, the Secretary was instructed to send copies to the Trustees, and to the Synod Clerk, as usual.

The Treasurer was instructed to insure One thousand pounds, (£1,000,) on the College Buildings, in the Royal Insurance Company, a policy for that sum in the "Athenaeum" having expired.

Mr. Hugh Cameron was approved as Assistant Teacher of Queen's College School.

June 13th, 1857. A Deputation from the Medical Faculty was admitted, for the purpose of confering on the matters connected with their Department. On motion it was,—

Resolved, That legal advice be taken as to whether the Grants given, from time to time, by the Legislature, to the Medical School in Kingston, (in connection with Queen's College), are under the control of the Trustees.

The Motion passed at last General Meeting, respecting the erection of Houses for the Principal and Professors, having been read, the Chairman and Mr. Drummond were appointed a Committee to confer with Mr. W. Coverdale, Architect, respecting Plans for the erection of such Houses.

July 7th, 1857. The Secretary stated that he had received a Letter from Mr. J. Irvine Smith, dated Edinburgh, 14th May, advising the dispatch of a Box of Books purchased and collected by the late Reverend Professor Smith for the use of the College.

Letters were read from Messieurs Fraser and Johnston, respecting the value of sundry College Lands, and instructions were given to sell the same.

The sum of One hundred and fifty pounds, (£150,) was voted to the Reverend Doctor Machar, as remuneration for his valuable services during the past winter, in teaching the Classes in Hebrew and Biblical Criticism.

August 5th, 1857. The payment was approved of Fifty pounds, (£50) to the Reverend W. Johnston, for services in supplying the Pulpits of the Reverends Doctors Machar and Urquhart, while these Gentlemen were engaged in the temporary discharge of College duties.

Letters having been read from Mr. G. L. Mowat, Solicitor, giving it as his opinion that the Government Grants to the Medical Faculty were under the control of the Trustees, and that the Trustees were responsible for their application, the Secretary was directed to call upon the Secretary of the Medical Faculty for a Statement of the expenditure of last year's Grant, and was further directed to intimate that a similar Statement would be required for the future.

September 1st, 1857. The Secretary was instructed to inform the Venerable Archdeacon Stuart, that if he would pay interest on the amount, until February next, the Trustees would pay off at once the mortgage of Seven hundred and fifty pounds, (£750,) on the College property purchased from him.

October 22nd, 1857. The Reverend Doctor John Barclay gave a verbal account of the mission to interview Doctor Cook at Quebec. He stated that, while Doctor Cook had, in the meantime, declined to accept permanently the office of Principal, there might still be a probability of his being induced to undertake the duties during the present Session. It was, thereupon,—

Resolved, That the Chairman be requested to call a Special General Meeting of the Trustees for the 25th of November.

November 3rd, 1857. The Secretary was instructed to take steps for collecting the amounts overdue on Mortgages.

The Venerable Archdeacon Stuart intimated his consent to the arrangement proposed on the first of September, and instructions were given to pay off the Mortgage accordingly.

A Letter was read from the Secretary of the Colonial Committee, intimating that the application for Annual Grants to the College would be laid before next Meeting of the Committee.

A Letter from Doctor E. B. Sparham, applying for vacant Chair of Midwifery, was referred to the Medical Faculty.

On the application of the Reverend Doctor Williamson, the following Grants were made to him:—For purchase of Apparatus, etcetera, for his Class, £20. To purchase a press for the Apparatus of his Class, £5. Doctor Williamson was requested to furnish

the Trustees with a catalogue of all the philosophical Apparatus under his charge, belonging to Queen's College.

Resolved, That, for the future, no advertisements respecting the College be inserted in the newspapers without the approval of the Executive Committee.

COURSE OF STUDY IN QUEEN'S COLLEGE UNIVERSITY, KINGSTON, 1857-8.

Faculty of Arts.

First Latin Class: Book of Livy Part II. Virgil's Æneid, Book IX. Horace's Odes, Book III. Arnold's Latin Composition. Anthon's Latin Prosody. Daily written Exercises, Translations, etcetera.

First Greek Class: Edinburgh Academy Greek Grammar. Arnold's First Greek Book. Xenophon's Anabasis, Book III. Homer's Iliad, Book III. Daily written exercises, Translations, etcetera.

Second and Third Latin Classes: Livy, Book XXIII. Horace's Odes, Book III.—Epistles, Book II. Daily written Exercises, Translations, etcetera.

Second and Third Greek Class: Plato's Phædo. Homer's Iliad, Books V. and VI. Arnold's Greek Prose Composition. Daily written Exercises, Translations, etcetera.

Mathematics.—Juniors—Euclid, first six Books; Plane Trigonometry, and Logarithms; Hind's Algebra, to Cubic Equations and inclusive. Daily and Weekly written Exercises in Geometry, Algebra, and Trigonometry, with the use of Instruments of observation.

Natural Philosophy: Lectures on the properties of Matter, Statics, Dynamics, Hydrostatics, Hydrodynamics, and Pneumatics. Earnshaw's Statics. Examinations on Lectures, and Draper's Natural Philosophy. Essays and Exercises on the subject of these Studies.

Moral Philosophy and Logic: One hour for Lecture; the other hour of the day to be devoted to examination on the Lecture previously heard, and to the reading of Essays. The Students are required to write an Essay each week, which will be read and criticised in the Class.

Subjects of Examination for Degree of B.A.

Greek.—Homer's Iliad, Books III. IV. V. VI.; Sophocles' Electra; Xenophon's Memorabilia, Book IV.; Plato's Phoeda; Greek Composition.

Latin.—Livy, Books XXI, XXII; Horace's Odes and Epistles; Latin Composition.

Mathematics.—Euclid, Books I. II. III. IV. V. VI. XI. XII.; Hind's Algebra, to Indeterminate Exponental and Cubic Equations, inclusive; Playfair's Plane Trigonometry; Snowball's Plane and Spherical Trigonometry, with practical applications; Whewell's Conic Sections; Differential and Integral Calculus.

Natural Philosophy.—Earnshaw's Statics; Draper's and Arnott's Natural Philosophy.

Subjects of Examinations for Degree of M.A.

Latin.—Horatti Opera Omnia; Ciceronis quatuor Orationes in Catalinan et Oratio pro Archia Poeta.

Greek.—Homeri Iliados, I. II. III. IV. V. VI.; Sophocles Œdipus Coloneus et Antigone; Platonis Apologia Socratis.

Mathematics.—Geometry; Algebra; Analytical Plane and Spherical Trigonometry; Differential and Integral Calculus. Whewell's Conic Sections; Natural Philosophy; Statics; Dynamics; Hydrodynamics.

Logic.—Faith an instrument of Reasoning; Principles of Socratic Logic; Aristotelian Logic.

Rhetoric.—Characteristics of a good Style.

Mental and Moral Philosophy.—General arguments for the Immortality of the Soul; the Passions, especially the Benevolent, as unfolding the great principles of Morals; Evidences of Christianity.

III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY COLLEGE UNIVERSITY.

Proceedings of the Council of Trinity College University.

March 31st, 1857. Mr. Lewis Moffatt, from the Finance Committee, recommended that the Bursar should have assistance in his Department, and proposed that Mr. J. W Brent be employed to keep the Books from the work furnished to him by the Bursar It was,—

Resolved, That, the Bursar, desiring that the assistance of a Book-keeper, should be provided with one, in order that the Accounts of the College may be kept in regular form, for greater convenience of audit; and, it being suggested that Mr. Brent's services could be obtained, it be committed to Mr. Moffatt to make an arrangement with Mr. Brent for that purpose, and report the same to the Board.

The Bursar laid on the Table the Annual Statement of the Affairs of the College.

Resolved, That for the future Candidates for Divinity Scholarships shall be required to have entered on their Nineteenth year.

April 21st, 1857. The Reverend the Provost made the following report as to the re-arrangement of Divinity Scholarships:—

It has been the practice to award, at the annual examination for Matriculation, held in October, five Divinity Scholarships, one of £30 currency, two of £25, and two of £20, amounting all together to £120. As the Scholarships are tenable for four years, the whole annual charge is £480, of this sum £200 has hitherto been contributed by the Church Society. It is hoped, therefore, that the following Scheme may meet, as far as it is practicable, the necessities of the case:—

It is proposed that the Two hundred pounds, (£200,) per annum received from the Church Society, should constitute a provision for Divinity Scholarships, tenable only during two years of the Theological Course, and open only to Students, who shall have graduated in Arts in Trinity College, or who, having attended the Lectures in Arts for one year at least, and having entered on their Twenty second year, shall have been approved by the Provost and Professors as Candidates for admission into the Theological Class. Which statement and proposal having been read was adopted.

May 7th, 1857. Resolved, That the Provost, Mr. Lewis Moffatt, and Mr. S. B. Harman be a Committee to employ an Engraver to execute a Seal for the Corporation of Trinity College.

May 30th, 1857. The Bishop nominated the following Gentlemen as Members of the College Council, and directed that the Bursar should give them notice of their appointments. The Honourable John H. Cameron, Mr. Thomas Clark Street, Professor H. Y. Hind, Professor James Bovell. The thanks of the College were

Ordered to be sent to the Reverend Thomas Green, LL.D., for procuring a present of Books from Trinity College, Dublin; to Trinity College, Dublin, for same; to Mrs. Alison for presenting an antique Lamp to the Museum; to Mr. R. B. Denison for a Map for the Library of the Counties of Upper Canada, and to the Museum, the Rattle of a Rattlesnake; and to the Reverend Doctor W. Agar Adamson for a Catalogue of the Parliamentary Library.

June 24th, 1857. The Bishop informed the Council of a Donation from the Estate of the late Doctor Burnside, per Mr. John Crawford, sole Executor, and with Mr. G. W. Allan residuary Legatee, of the sum of Four thousand eight hundred and fifty pounds, (£4,850. 0. 0), secured by five Mortgages, together with interest due on the same. When it was,—

Ordered. That the thanks of the Council be given to Mr. Crawford and to Mr. Allan for the same.

Resolved, That the thanks of the Council be given to the Reverend Doctor F. A. O'Meara for an Ojibway Testament, Prayer Book and Psalter; to the Reverend Charles Ingles for Nizolio Thesaurans, and two Quarto Volumes of miscellanies, containing Tracts by Bishop Horsley, Doctor Parr, and Mr. Bryant; to Mr. H. Rowsell for a copy of Routh's Ossuscula.

July 1st, 1857. Mr. Thomas Clark Street subscribed his name in the Books, and took his seat as a Member of the Council.

October 8th, 1857. The Honourable John H. Cameron subscribed his name in the Books and took his seat as a Member of the Council.

December 17th, 1857. Resolved, That the thanks of the Council be given to Mr. Richard Denison for his exertions in collecting subscriptions due to the College; to Mrs. Trincombe at Whitby for an old Roman Coin; to Mr. Robert Denison for a Staghead, and to the University of Oxford for a Grant of Books to the value of One hundred and fifty pounds, (£150,) sterling.

III. THE (FREE) PRESBYTERIAN CHURCH OF CANADA, REPRESENTING KNOX COLLEGE, TORONTO.

PROCEEDINGS OF THE SYNOD OF THE (FREE) PRESBYTERIAN CHURCH OF CANADA, 1857.

The Synod called for the Report of the College Committee, and the same was given in by the Reverend Doctor Michael Willis, Convener, and read.

There was also laid before the Synod a Statement of the position of the College Funds.

The Synod called for the Report of the College Committee and the same was given a lengthened deliberation, when it was, on the motion of the Reverend A. F. Kemp, seconded by the Reverend Andrew Wilson, and,—

Resolved, That the Synod sustain the Report, but regret to find that the Contributions from the Congregations of the Church, in behalf of the ordinary College Fund, do not amount to the required expenditure;—anticipating, however, that this deficiency will yet, for the most part, be made up by the Contributions still to be received. The Synod further, considering the importance of maintaining, without embarrassment, the Theological Institution of the Church, urge upon the Ministers, Office-bearers, and Members of the Church, to take this matter into their serious consideration, and the Synod remits the subject for the considerate attention of Presbyteries, Sessions, Deacons' Courts, and Managers of Congregations; and that it be earnestly recommended that the Moneys to be raised for the above purpose be raised by subscriptions.

Mr. Court, Convener, of the Committee appointed to prepare a Draft of a Deed of the College property, laid on the Table a Draft of an Act of Incorporation, which, in the opinion of the Committee, appeared to be the most expedient mode of arranging this matter. This Report was ordered, in the meantime, to lie on the Table.

The Synod then resumed consideration of the College Report. It was moved by the Reverend Robert Ure, seconded by the Reverend George Cheyne,—

That it be agreed to dispense, for th present year, with a regular Tutorship, in connection with the College, and that it be remitted to the College Committee, to make the best arrangement in reference to this matter, that circumsances may admit of.

It was moved by the Reverend William McLaren and seconded by the Reverend David Inglis,—

That the Synod, being convinced that the Tutorship is still required in Knox College, instruct the Committee to take an immediate step to secure an interim Tutor.

After discussion, the Reverend Robert Ure's motion was carried by a majority and adopted.

The following Resolutions were adopted, after discussion, with reference to the College,—

Resolved, That all necessary arrangements with reference to the Boarding-House be remitted to the College Committee, it being an instruction to them that such arrangements, as shall be made, shall not make the Boarding-House a burden on the College Fund.

Resolved, That, according to the recommendation of the College Committee, a Principal be appointed to Knox College, and that the Reverend Doctor Michael Willis be chosen for that office.

Resolved, That the attention of Presbyteries be again directed to the Regulations of the Synod, in regard to the examination of Students,—recommending them to give special attention thereto, and appointing Reports of the Presbyteries to be sent to the Convener of the College Committee on or before the 31st of May.

It was remitted to the College Committee to make arrangements as to the time of commencing and closing the College Sessions.

The College Committee was then appointed.

The Synod took up the consideration of the Draft of an Act of Incorporation, embodied in the Report of the College Committee.

It was unanimously agreed to receive the Report, and to approve of the diligence of the Committee entrusted with the duty, and to proceed to read and consider the Draft Section by Section.

The Preamble of the proposed Bill was agreed to, with the exception, that the name of the College, shall be "Knox College", instead of "The John Knox College". The first Section was read and approved, with the exception of "three years" for "one year", as the period within which Real Estate acquired by the College shall be sold.

The Second Section was read and approved, with the omission of one clause beginning with the words: "with the concurrence" and ending with the words: "as the Synod shall prescribe".

The Third Section was read and adopted, with certain modifications.

The Fourth, Fifth and Sixth Sections were read and adopted with the addition in the Sixth of the words: "of three Elders, or Members of the Church to form the College Senate." The Seventh Section was read and adopted. The Eighth Section was read and agreed to with certain alterations: videlicet "that the Board of Trustees should be composed of Twenty-four persons, appointed by the Synod, of whom one-fourth may be Ministers, the rest to be Office-bearers, or Members of the Church, in full communion. The Ninth Section was read and adopted, with certain modifications.

The Tenth Section was adopted, with certain alterations, rendered necessary by alterations in the previous Sections.

The Eleventh Section was read, and ordered to be deleted. The Twelfth and Thirteenth Sections were read, and agreed to.

It was then, on motion made and seconded, resolved, that the Synod agree to the Draft, as now amended.

The Synod re-appointed the Committee on the Incorporation of the College, instructing them to have the Draft engrossed and to take steps for having it brought before the Legislature.

The Synod appointed the same Committee, together with the Professors of the College, and the Reverends Messieurs Scott, Ure, Gregg, Doctors Bayne and Irvine, Messieurs Wardrope, Laing, and A. Skinner, to be a Committee to draw up Rules for the Regulation and Management of the College.

The Synod also appointed a Committee to prepare a list of Trustees, whose names shall be inserted in the Act of Incorporation.

The Synod having called for the Report of the College Building Committee, it was read. It appeared from the Report that there had been received, during the year, the sum of One thousand, eight hundred and fifty-one pounds, (£1,851), and that there had been expended the sum of Nineteen hundred and fifty-one pounds, (£1,951), including interest, on purchase money unpaid; the cost of the additions to the College Buildings, being Fifteen hundred and eight pounds, (£1,508.). The Synod agreed to receive and sustain the Report, and tender thanks to the Committee for their diligence. The Synod farther discharged the Committee, and remitted to the College Committee the duty of taking steps for visiting all the Congregations, which have not yet contributed to this important object, and renewed their instructions to Presbyteries to co-operate with the College Committee in this matter.

CHAPTER XIII.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1857.

March 3rd, 1857. The Reverend John Barclay, D.D., took his seat for the first time, as a Member of the Council, in place of Mr. Hugh Scobie, deceased.

The question of erecting the new Model Grammar School having been under consideration, the Chief Superintendent submitted a Draft Plan of the new Building. He also read an extract from the Provincial Secretary's Letter, dated the 29th of December, 1856, authorizing the Council to proceed with the Building. After full consideration of the matter by the Council it was,—

Ordered, That the Chief Superintendent be authorized to instruct Mr. F. W. Cumberland, the Architect, to prepare a set of Plans, in accordance with the Draft Plan now submitted, and that he be requested to lay them before the Council for final approval.

March 5th, 1857. A Letter was laid before the Council from the Reverend William Ormiston, M.A., resigning his situation as Second Master in the Normal School.

The Letter of the Recording Clerk of the Council of the 11th of April, 1851, submitted to the Council on the 19th of the same Month, but deferred until the return of the Chief Superintendent from Europe, having been again brought under the consideration of the Council, and the Council having learned that the sum of Twenty-five pounds, (£25) per annum, allowed to Mr. J. George Hodgins, as Recording Clerk, to the Council was discontinued in January, 1849; It was,—

Ordered, That such sum be restored to him from said date, and continued.

Ordered, That in the special circumstances of the case, the addition of Twenty-five pounds, (£25), per annum to the Salary of Mrs. Clark, Head Mistress of the Girls' Model School, to commence from the 1st January, 1857.

March 10th, 1857. In reference to the Communication of the Reverend William Ormiston, M.A., resigning his office of Second Master in the Normal School, and expressing many thanks for the manner in which he had been treated by the Council, during his connection with the School, it was,—

Ordered, That the Council accept, with deep regret, Mr. Ormiston's resignation, and desires to express its high sense of his rare talents, and qualifications for the Office he has filled under the Council during the last four years; and the great ability, diligence and efficiency with which he has discharged his duties.

With regard, further, to the resignation of the Second Mastership of the Normal School, by the Reverend William Ormiston,—the date of his retiring from his duties, and the limited period left for the Council to make a selection of a person to fill his place; and the Chief Superintendent having submitted the name of Mr. F. W. Barron, M.A., late Principal of Upper Canada College, for the vacant Mastership; it was,—

Ordered, That the Chief Superintendent be authorized to make an arrangement with Mr. Barron for the performance of the duties, during the Summer Session, with a view to an ulterior and permanent engagement, should the Council deem it essential so to do. That Mr. Barron's Salary be at the rate and allowance which are now paid to Mr. Ormiston, as Second Master,—to take effect from the period of the termination of Mr. Ormiston's present engagement.

It being necessary to make the appointment of Grammar School Inspectors for the current year, it was,—

Ordered, That Messieurs Robertson and Ormiston be appointed Examiners of Grammar School Masters, and Inspectors of Grammar Schools in Upper Canada, for the year 1857; their duties to be performed under the direction of the Chief Superintendent of Education, at a salary of One hundred and twenty-five pounds, (£125), per annum each, including travelling expenses.

April 8th, 1857. A Letter from the Board of School Trustees of the City of Toronto was laid before the Council, suggesting an alteration in the Library Regulations.

The Chief Superintendent submitted the detailed Drawings of the proposed new Model Grammar School, with the Specifications. With one, or two, slight modifications the Plans were adopted, and the Chief Superintendent was requested to instruct the Architect to advertise for separate Tenders, forthwith, for the performance of the work. The Tenders to be sent in by the 20th instant. (The modifications related to the central exterior Window, facing Gerrard Street; to the pitch of the roof; and to the wall of the Central Corridor.)

The following Minute was adopted in regard to Religious Instruction:—

That, in order to correct misapprehensions, and define more clearly the rights and duties of School Trustees and other parties, in regard to Religious Instruction, in connection with the Common Schools, it is decided by the Council of Public Instruction, that the Clergy of any Persuasion, or their authorised Representatives, shall have the right to give Religious Instruction to the Pupils of their own Church, in each Common School-house, at least once a week, after the hour of four o'clock in the afternoon; and, if the Clergy of more than one Persuasion apply to give Religious Instruction in the same School House, the Trustees shall decide on what day of the week the School-house shall be at the disposal of each such Persuasion, at the time above stated. But it shall be lawful for the School Trustees and the Clergyman, or Denomination, to agree upon any other hour of the day at which such Clergyman, or his authorised Representative, may give Religious Instruction to the Pupils of his own Church; provided that it be not during the regular hours of the School.

The Letter from the Toronto City Board of School Trustees having been under consideration, it was,—

Ordered, That the application of the Board of School Trustees of the City of Toronto, in regard to the manner of using the School Library Books, which have been purchased by them, be granted; the Council, at the same time, strongly recommending the early establishment of a Central Popular Library for the City, as contemplated by the School Law.

April 21st, 1857. A Letter from Mr. F. W. Barron, M.A., was laid before the Council and read, accepting the appointment of Second Master in the Normal School from the first proximo.

The several Tenders for the erection of the proposed new Model Grammar School were then laid before the Council.

Ordered, That the combined Tenders of Messieurs Thomas Snarr, Thomas Storm, Joseph Foster and Alexander Hamilton for the different works in the erection of the Model Grammar School, amounting in the aggregate to Five thousand nine hundred and seventy-five pounds, ten shillings, (£5,975.10.0,) including the entire Excavation of the Basement, be accepted, provided that the whole work requisite to the full completion of the Building is included in the Tenders, according to the specifications, and that the entire work be finished on, or before, the first day of December, 1857.

July 14th, 1857. A Letter was laid before the Council, from Mr. F. W. Barron, M.A., resigning his situation as Second Master in the Normal School. In regard to his Letter, it was,—

Ordered, That the resignation of Mr. F. W. Barron, M.A., be accepted, and that he be paid the sum of Thirty pounds, (£30), for his services.

Ordered, That, in view of the resignation of the Second Master of the Normal School, the Council, approving of the interim arrangements made by the Chief Superintendent, to supply the deficiency, deem it expedient that immediate steps be taken to provide a permanent successor to Mr. Barron, and a suitable Teacher of Writing and Drawing combined in one person; also suitable Teachers for the Model Grammar School; that, in order to effect this satisfactorily, the Chief Superintendent is requested to repair to England at his earliest convenience, and that he have full power to make the requisite engagements, subject, however, in each case to a six months trial, the Council agreeing to pay the expenses of the parties home again should they so desire it.

Ordered, That, with a view to serve as a guide to the Chief Superintendent in his selection of Masters, so far as income is concerned, he be at liberty to offer any sum not exceeding Five hundred pounds, (£500,) per annum, for a Head Master of the Model Grammar School; One hundred and fifty pounds, (£150,) for a Teacher of Writting and Drawing, and Fifty pounds, (£50,) for the occasional services of a Master of Vocal Music, and that the Chief Superintendent exercise his discretion as to these combinations.

Mr. Kilpatrick having taught two weeks in the Normal School while the Head Master was ill, is was,—

Ordered, That he be paid Seven pounds ten shillings, (£7.10s), for his services during that time.

The Regulations in regard to the use of Meteorological Instruments for the Senior County Grammar School Masters of Upper Canada were laid before the Council, approved, and ordered to be printed.

The subject of Holidays in United Grammar and Common Schools having been under consideration, it was,—

Ordered, That the Trustees of the United Boards of Grammar and Common Schools be authorized to apply the Regulations in regard to Holidays in the Grammar and Common Schools to the United Schools at their discretion.

August 7th, 1857. The cases of a number of Superannuated Common School Teachers were laid before the Council and approved.

November 26th, 1857. The following Communications were laid before the Council:—

(1) From various parties in London and Edinburgh in the matter of the Masterships; (2), from the Head Master reporting his visits to Boarding Houses of the Normal School Students; (3), from Messieurs Piper and Kendall, with estimates for heating

the new Building; (4), from Mr. F. W. Barron, M.A., applying for his Examiner's Fee; (5), from Mr. F. W. Cumberland, on insuring the new Building; (6), from the same in regard to Flues in the Building.

The Chief Superintendent reported verbally the means which he had adopted in England to secure the services of the Masters for the Normal, and the Model Grammar, Schools and laid before the Council the testimonials of each of the parties, whom he had selected. The Council concurred in the arrangements which had been entered into by the Chief Superintendent, and ordered the following appointments to be entered upon the Minutes:—

1. Mr. George R. R. Cockburn, as Rector of the Model Grammar School, at a salary of Five hundred pounds, (£500), per annum, to commence from the first of November, and fifty pounds, £50,) currency for outfit.

2. Mr. Walter Angus Watts, as Mathematical Master, and Lecturer in Chemistry and Natural Philosophy in the Normal School, at Three hundred and fifty pounds, (£350,) per annum; his salary to commence from the first of November, with Fifty Pounds, (£50,) currency for outfit.

3. Mr. I. Bentley, as Drawing Master in the Normal, Model, and Model Grammar Schools, eight hours per week, at a salary of Eighty pounds, (£80,) per annum, and fifty pounds, (£50,) currency for outfit. Salary to commence from the twelfth of November, the date of his acceptance of the appointment.

4. Mr. H. F. Sefton, as Music Master in the Normal, Model, and Model Grammar Schools, eight hours per week, at a salary of Eighty pounds, (£80,) with fifty pounds, (£50,) currency for outfit. Salary to commence from the first of May, 1858.

All the appointments to be provisional for six months from the time the arrivals of the parties in Toronto. The appointments to be finally approved by the Council at the end of that time, provided the parties give satisfaction. The Fifty pounds, (£50,) for outfit to be allowed as an equivalent to the payment of the passage money, in case the appointment be not confirmed at the end of the six months.

It being necessary to provide a Music Master for the present Session, it was,—

Ordered, That Mr. Cooper's services be dispensed with, and that Mr. Samuel S. Hickok be employed as Music Master in the Normal, and Model Schools, for the Session, at the rate of Fifty pounds, (£50,) per annum, it was, also,—

Ordered, That, in future, no Boarding House Keeper be approved unless one bedroom in his House be allowed exclusively to two Students, and that a good sized Parlour be set apart as a Sitting Room for the use of the Students in the House. This arrangement to take effect in respect to all applicants, and to those now licensed, at the commencement of next Session.

December 4th, 1857. The Estimate of Messieurs Thompson, Keith and Company, for heating the new Normal and Model Grammar Schools Building, having been under consideration, it was deemed advisable to postpone its further consideration until further inquiries could be made on the subject.

The Communication of the Head Master, of the Normal School, in reference to a work entitled "The Geography and History of British America, and of the other Colonies of the Empire," by Mr. J. George Hodgins, having been under consideration, it was,—

Ordered, That the Council hail with satisfaction a Work so much needed in the Country, and order that it be used in the Normal and Model Schools. The Council also recommend its use in the Public Schools in Upper Canada. The Author, is however, advised to add a full "errata" to the present edition, and give it a complete revision prior to a subsequent one.

LETTERS CONNECTED WITH THE PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1857.

I. To the Provincial Secretary recommending the Appointment of the Reverend Doctor John Barclay as a Member of the Council.

I have the honour to submit to the favourable consideration of His Excellency-in-Council the name of the Reverend John Barclay, D.D., as a Member of the Council of Public Instruction for Upper Canada, in the place of the late Hugh Scobie, Esquire, deceased, as provided in 36th Section of the School Act of 1850, 13th and 14th Victoria, Chapter 48.

In the composition of the Council of Public Instruction, it was sought to secure as fair a representation as possible of the principal Religious Persuasions of Upper Canada.

Mr. Scobie was selected as a Member of the Established Church of Scotland. It was contemplated to recommend a Layman to succeed him, but I have reason to believe that the selection of the Reverend Doctor Barclay, will be highly acceptable to the Members of the Established Church of Scotland, and, I doubt not, he will be a very useful Member of the Council of Public Instruction.

Toronto, 2nd of January, 1857. Egerton Ryerson.

II. To Frederick W. Barron, Esquire, M.A., offering him an Appointment.

According to private intimation given you sometime since, I have the pleasure now to inform you officially that the Council of Public Instruction has unanimously agreed to my recommendation in regard to yourself, and authorised me to arrange with you, in order to secure your services for the ensuing six months as Second, or Mathematical, Master and Lecturer in Chemistry and Natural Philosophy in the Normal School, with a view to your future permanent appointment, should the Council think proper,—your salary and allowance to be the same as that at present received by the Reverend William Ormiston, namely at the rate of three hundred and fifty pounds, (£350,) per annum.

It is proposed that your engagement should commence on the 1st of May next.

Toronto, March 23rd, 1857. Egerton Ryerson.

CHAPTER XIV.

GRAMMAR SCHOOLS AND THE GRAMMAR SCHOOL FUND, 1857.

I. Letter from the Provincial Secretary to the Chief Superintendent of Education.

I have the honour to transmit to you, herewith, a copy of a Resolution of the Legislative Assembly, and have to request you to furnish me with such portion of the information, therein called for, as the Records of your Office may enable you to supply.

Toronto, 19th of March, 1857. T. Lee Terrill, Secretary.

Enclosure. Copy of a Resolution of the House of Assembly.

Resolved—That an humble Address be presented to His Exellency the Governor General, praying that he will cause to be laid before this House a Return shewing:—

First. The amount of the Grammar School Investment Fund on the 31st December, 1856.

Second. The amount available for distribution to Grammar Schools under the 4th and 5th Victoria, Chapter 19, at the same date.

Third. The amount available for distribution to Grammar Schools since 1850.

Fourth. The amount annually accuring from Investments, or Annual Grants of the Legislature, for the same period.

Fifth. The amounts annually distributed to Grammar Schools during the same period.

Sixth. The number of Grammar Schools annually in operation, during the same period.

Seventh. The amount deducted from the proceeds of the sales of Grammar School Lands, towards the formation of the Upper Canada Improvement Fund.

II. Reply to foregoing Letter by the Chief Superintendent of Education.

I have the honour to acknowledge the receipt of your Letter of the 11th instant, requesting me to furnish you with such information as is contained in the records of this Office, relative to the Grammar School Fund and Grammar Schools, in compliance with a Resolution of the Legislative Assembly,—a copy of which you enclose.

In reply I beg to state that it is only in answer to the Sixth question of the Resolution, (the number of Grammar Schools in operation during each year since 1850), that I can give any information; and that I have handed your Letter to Mr. Langton, (the Provincial Auditor), who told me that he had, in his Office, all the information required, in answer to the other six questions of the Resolution of the Legislative Assembly.

I herewith enclose the items of information I have already furnished to Mr. Langton relative to the number of Grammar Schools in existence and in operation in Upper Canada since 1850.

Toronto, March 24th, 1857. Egerton Ryerson.

Enclosure: Answer to Question Six in the Resolution of the House of Assembly.

Sixth. The number of Grammar Schools in existence, and in operation, in the years named was in 1850, not known; in 1851, in operation 54; in 1852 in operation 60; in 1853, in existence 64, in operation 60; in 1854, in existence 66, in operation 63; in 1855, in existence 70, in operation 65; in 1856, in existence 70, in operation 64.

III. Letter from the Chief Superintendent, to the Provincial Secretary in regard to the Conservation of the Upper Canada Grammar School Fund.

1. I beg permission, through you, to solicit the attention of His Excellency-in-Council to the great injury inflicted upon the Grammar School Fund, (the poorest and most needy Educational Fund in Upper Canada), by the application to the management of the Grammar School Lands of Upper Canada, of the Fourteenth Section of the Act, 16th Victoria, Chapter 159. As, in all the Acts, in which Lands are spoken of, in reference to Grammar Schools, they are called "Grammar School Lands," while the Lands set apart to form a Common School Fund are usually called "School Lands," it is submitted whether it was not to Common School Lands that the Fourteen Section of the Act quoted was intended to apply, especially as the "Common School Fund" is referred to in the proviso of that Section.

2. But whether, or not, the Section itself may be fairly interpreted as intended to include "Grammar School Lands," and it appears that the Governor-in-Council has discretionary power in regard to its application.

3. As the amount of the Common School Fund is secured by Legislative Grants, until the proceeds of the sale of Lands granted for that purpose shall be available, the deduction of a certain proportion for the Public Improvement Fund from the proceeds of the sales of Common School Lands, does not effect the annual amount of the Fund.

4. But it is quite otherwise with the Grammar School Fund. Every pound deducted from the proceeds of Grammar School Lands, is the loss of a pound to the Grammar School Fund, as there is no provision, (as in case of the Common School Fund,) for making up the Fund to a certain amount per annum out of the Public Revenue.

5. The Grammar School Lands are scattered in small parcels throughout the various Counties and Townships of Upper Canada, and are not lying in large Blocks, as are the Crown Lands and Common School Lands, and do not, therefore, so much impede the settlement and improvement of the Country.

6. The Grammar School Fund is extremely poor,—quite inadequate to the purposes for which it was intended; and to divert one-fourth of the proceeds of the sales of the Lands, constituting that Fund, for the increase of the Public Improvement Fund, is applying it to purposes wholly foreign to those for which these Lands had been long since consecrated, and is most injuriously keeping the Fund down, while the number of Grammar Schools is yearly increasing, and the amount apportioned to each of them entirely too small.

7. The Grammar School Fund is for the Public at large in a branch of Public Instruction most inadequately provided for. I respectfully submit, therefore, to the favourable consideration of His Excellency-in-Council, whether the money heretofore abstracted from the proceeds of the sales of Grammar School Lands, for the Public Improvement Fund, should not be restored, and whether His Excellency will not direct the issue of Instructions to prevent any future deductions from the proceeds of the sales of Grammar School Lands for the Public Improvement Fund, and to secure the whole of such proceeds to Grammar School purposes.

TORONTO, March 30th, 1857. EGERTON RYERSON.

IV. FROM THE ASSISTANT PROVINCIAL SECRETARY, IN REPLY TO THE FOREGOING LETTER.

I have had the honour to receive and lay before His Excellency the Governor General your Letter of the 30th ultimo, calling attention to the great injury inflicted on the Grammar School Fund by the application to Grammar School Lands of the Fourteenth Section of the Act, 16th Victoria, Chapter 159; and suggesting that the moneys therefor abstracted from the proceeds of the Grammar School Lands, under the operation of that Section of the Act, should be restored, and that measures should be taken to prevent, in future, any similar deduction from the proceeds of the sales of Grammar School Lands.

His Excellency desires me to inform you that the subject of your Letter will receive consideration.

TORONTO, April 4th, 1857. E. A. MEREDITH, Assistant Secretary.

V. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO MR. JAMES SMITH, M.P.

1. I have received from the Provincial Secretary a Petition enclosed to him by you from the Trustees of the Oakwood County Grammar School and the Trustees of School Section Number Twelve, Mariposa, praying His Excellency-in-Council to grant One hundred pounds, (£100,) per annum, under the same restrictions and rules as similar special Grants are made to other Grammar Schools in other places.

2. I am not aware that any "Special Grant" has been made to any Grammar School since the passing of the Grammar School Act in 1853. The Law prescribes the manner in which the Grammar School Fund shall be apportioned to each County, and to each Grammar School, and does not permit any part of the Fund to be applied to any other purpose than to the payment of the Salaries of Teachers. The same provision exists in regard to the apportionment and expenditure of the Common

School Fund. I have, therefore, no power whatever to make, or recommend, any "Special Grant" from the Grammar School Fund, in compliance with the prayer of the Petition referred to.

3. The only means by which a Special Grant can be made, as prayed for, is by a vote of the Legislature.

4. I will, of course, make an apportionment, as the Law may permit, to the Oakwood County Grammar School, the same as to every other County Grammar School, complying with the provisions of the Law.

TORONTO, May 15th, 1857. EGERTON RYERSON.

METEOROLOGICAL STATIONS AT THE SENIOR COUNTY GRAMMAR SCHOOLS.

VI. CIRCULAR TO THE WARDEN AND MEMBERS OF EACH COUNTY MUNICIPALITY IN UPPER CANADA.

1. I have the honour to inform you, that, in accordance with the provisions of the Sixteenth Section of the Grammar School Act of 1853, 16th Victoria, Chapter 186, the necessary Instruments for making Meteorological Observations at each of the Senior County Grammar Schools in Upper Canada have been procured by the Chief Superintendent of Education, and are now ready for distribution by this Department.

2. The Section of the Grammar School Law authorising the establishment of these Meteorological Stations, in connection with the Senior County Grammar Schools of Upper Canada, is as follows:—

WHEREAS it is desirable at Seminaries and places of Education to direct attention to Natural Phenomena, and to encourage habits of observation;

AND WHEREAS, a better knowledge of the Climate and Meteorology of Canada will be serviceable to Agriculture and other pursuits, and be of value to scientific enquirers: Be it therefore enacted:

That it shall be part of the duty of the Master of every Senior County Grammar School, to make the requisite observations for keeping, and to keep, a Meteorological Journal, embracing such observations, and kept according to such form, as shall, from time to time, be directed by the Council of Public Instruction; and all such Journals, or Abstracts of them, shall be presented annually by the Chief Superintendent of Schools to the Governor with his Annual Report.

Every Senior County Grammar School shall, on or before the last day of November, One thousand eight hundred and fifty-four, be provided, at the expense of the County Municipality, with the following Instruments:

One Barometer, either a First, or a Second Standard one.
One Thermometer, for indicating the Temperature of the Air.
One Daniel's Hygrometer, or other Instrument, for shewing the Dew-point.
One Rain-gauge and Measure.
One Wind-vane.

And it shall be the duty of the Chief Superintendent of Education to procure these Instruments at the expense of the Municipal Council of any County, and to furnish the Master of the Senior County Grammar School with a Book for registering Observations, and with Forms for Abstracts thereof, to be transmitted to the Chief Superintendent by such Master, who shall certify that the Observations required have been made with due care and regularity.

3. The delay that has occurred in providing these Instruments has been unavoidable.* Those first selected in the United States were found to be unsuitable; and, upon consultation with Colonel Lefroy, so long and so favourably known, in connection with Her Majesty's Magnetical Observatory in Upper Canada, and with whom this provision of the Grammar School Act originated, the Chief Superintendent of Education deemed it advisable to have new Instruments prepared expressly for use at the Stations in connection with this Department. Improvements, which

*See Chapter XIII of the Twelfth Volume of this Documentary History.

experience in this Climate had suggested, were adopted, and a range as low as thirty-five and forty degrees below Zero was given to the Thermometers.

4. The Instruments, when ready, were all tested by Mr. James Glaisher of the Kew Observatory in England, and their variations recorded. They were also examined and approved by Colonel Lefroy. In addition, the Chief Superintendent considered it important to subject them to a Winter's test at the Provincial Magnetical Observatory, Toronto, before sending them out; and to compare and note any variations in them, which might be caused by exposure to extreme cold.

The various Instruments and Books which are now ready for distribution are as follows:—

One Barometer, either a First Standard, or one of a Second Standard quality. A Self-registering Maximum Thermometer. A Self-registering Minimum Thermometer. A Wet and Dry Bulb Thermometer. A Rain Gauge, and Graduated Measuring Glass. A copy of the Official Instructions and Directions for Making and recording Observations. Daily Register Book, containing printed Forms, and adapted for the Observations of one complete year. Monthly and Annual abstracts Book, containing printed Forms, and adapted for the Observations of one complete year. Blank Book for extraordinary Records. Map of the Stars, four Tables, and synopsis, reprinted from the Instructions, and mounted for convenient reference. A copy of Drew's Practical Meteorology. A Copy of Coffin's Hygrometrical Tables, bound up with the Instructions. (A Wind Vane is not sent. It can easily be constructed at the Station.)

5. The cost of these Instruments and Books will be One hundred and twenty dollars, ($120); or, including packing, sending, etcetera, One hundred and forty dollars, ($140,)—one half of which cost will be borne by this Department and the other half by the County, to which the Instruments are sent. Where desirable, and Officer will be despatched from the Department with the Instruments, to ensure safety in their carriage, and to assist in fitting them up at the proposed Stations. The Instruments will be, without any further expense, sent to your Grammar School, on receipt of the required amount of Seventy dollars, ($70,) with the accompanying Form duly filled up. Where, instead of the First Standard Barometer, a Barometer of the Second quality is selected, the price of the set of Instruments, etcetera, will be Eighty-five dollars, ($85,) or including packing, sending, etcetera, One hundred and ten dollars, ($110,) only one half of which, Fifty-five dollars, ($55), need be sent. The other half of the expense will be borne by this Department.

6. The Instructions for taking and recording Observations, which have been approved by the Council of Public Instruction, have been carefully prepared by the Director of the Provincial Observatory. They are sent herewith, and are sufficiently minute and explicit to enable the Head Master of the Grammar School to make the necessary Obesrvations without much trouble. Attention and patience will be indispensable at first; but time and practice will soon ensure regularity and accuracy in the Observer.

7. In order to afford time for practice, it is suggested that no Observations be recorded in the Books sent until the first of January next. A sufficient supply of unbound Sheets will accompany each set of Instruments, so as to enable the Head Master to record his Observations on them until that time. A form of Monthy Returns will also be sent by mail, in which can be recorded each Month's Observations. These Monthly Reports should be regularly transmitted to the Chief Superintendent of Education, as required by law.

8. Of the great practical importance, to a new but partially settled Country, of establishing, (thus early in its history, and before its physical condition is materially changed), a complete and comprehensive system of Meteorological Observations, I need scarcely remark upon, as the subject will no doubt receive your attentive consid-

eration. The Department will rely upon your immediate and cordial co-operation in the matter, so that the Instruments may be sent to you without delay.

9. Every enlightened Country in Europe is now more, or less, engaged in prosecuting inquiries in this particular branch of Science. In the other parts of Her Majesty's Dominions, and in the United States, Meteorological Stations have long since been established. Although the Science of Meteorology is yet comparatively in its infancy, yet from the aggregate of facts, which have already been collected at various points, and in different Countries, truths of the highest value and importance in scientific research have been unfolded; unsettled theories have been tested, and questions relating to Physical Phenomena, which had long remained among the sealed mysteries of nature, have been more or less satisfactorily solved.

J. George Hodgins, Deputy Superintendent of Education.

Toronto, 5th November, 1857.

Enclosure: General Directions for Making Meteorological Observations.

1. Make a regular practice of looking out for Auroras every clear evening, from 8 to 10 o'clock, or later. Record the result, whether there be a Aurora, or not.

2. Note the time of Observation, and compare the Watch used with a good Clock as soon after as convenient.

3. Make a return of the Latitude and Longitude of the Station.

4. Note the class to which the Auroral phenomenon belongs.

5. If it be an Arch, note the time when the Convex side reaches any remarkable Stars, passes the Zenith and disappears, etcetera.

6. If the Arch be stationary for a time, mark its position among the Stars on the accompanying Map, so that its Altitude may be determined.

7. If it be a Streamer of Beam, mark its position on the Map, and the time of its beginning and ending.

8. If motion be observed in the Beams, note the direction, whether Vertically or Horizontally, to the East, or West.

9. Note the time of the formation of a Corona, and its position among the Stars.

10. Note the time of the appearance of any Black Clouds in the North, near the Aurora; also if the Sky be suddenly overcast with a Mist at any time during the Auroral display.

11. Give the Direction and Force of the Wind at the time.

12. Note if any Electrical effects are observed.

13. Note the effect upon a delicately suspended Magnetic needle.

Use of the Accompanying Map.

1. To define the Place and the extent of the Aurora, the Observer should familiarize himself with the relative position of the Stars in the Northern sky, by frequent inspection of the Map, or a Celestial Globe.

2. Let the Observer place a Map before him, with the Constellations in the positions in which they actually appear at the time of Observation. This may be done by holding up a plumb-line between the Eye and the Pole Star, noticing the Stars which it cuts; then a light pencil drawn through these Stars and the Pole on the Map will be the centre of the Heavens, or place of the Meridian at the moment.

3. Mark carefully the place among the Stars of the Arch of the Aurora, and show its width by parallel curved lines. Make a note of the time.

4. Draw a light curved line, following, as nearly as can be judged, the outline of the Arch drawn down to the Horizon, on each side.

5. If the Arch changes its position, mark its new place at intervals, noting the time of each Observation.

6. Letter each position A, B, C, etcetera, and note the time and other particulars on the back, or margin, of the Map, or in the Register.

7. Beams, or Corruscations, or Streamers of white, or coloured, light, may be marked by lines at right angles to the above, with arrow heads pointing towards the place among the Stars, to which they tend, or where they would meet, if prolonged.

8. To aid in the estimation of Angular distances the spaces between certain Conspicuous Stars have been marked on the Map, which will furnish a scale to assist the eye, when actual measurement may be impracticable.

9. The course of brilliant Meteors, when they fall within the portion of the Heavens included on the Map, may be marked by a line, the length of which will show the path of the Meteor; the course should be indicated by an arrow, and the time recorded.

Noting Atmospheric Optical Phenomena.

Under this head are included many varieties of Phenomena, such as peculiar, or extraordinary, colouring of the Sky, or Clouds, excessive Refraction, or Mirage, diverging and converging Beams, solar and lunar Coronas, rainbows, Haloes, Parphelia and Parselenes, and many others.

Records in Extra Meteorological Register.

1. In this Book should be entered a detailed description of any Phenomenon whose occurrence was mentioned in the compartment Remarks of the ordinary daily Register. It will contain also a record of Readings of the Barometer and other Instruments, made at other times than the stated hours of Observation, whenever such extra readings may be thought desirable.

2. As few Observers will have leisure for making many extra observations, or for describing at any length the Phenomena they witness, the following points are named as deserving of special attention.

3. The occasions when extra Observations are most called for are during the occurrence of Storms. By a Storm is meant an exaggerated condition of any Meteorological element, such as a Barometer pressure, Temperature, Wind, or an intense exhibition of an occasional Phenomenon, as Rain, Snow, Hail, etcetera. Thus we may speak of a Thermic Storm, a Barometric Storm, a Storm of Wind, of Rain, or of Snow, a Thunderstorm, and so forth.

4. As regards the particular element which gives the distinctive name to the Storm in question, the extra observations will be made with a view of discovering the following facts: The time and amount of maximum and minimum intensity, if Temperature, or Barometric pressure be the elements concerned, together with the time when the changes, whether of increase, or diminution, were most rapid. In a Storm of Wind notice the quarter from which the Gale began, the point from which its violence was the greatest, and that from which its duration was longest, together with the hour and minute at which it began to blow from each of these quarters. Mention also the time of any sudden changes, and state in every case if the changes from one point to another were in the direction of the motion of the hands of a watch, or in the contrary direction. The times of greatest violence, and of sudden Squalls and Lulls, should be also recorded. In Storms of Rain and Snow, notice the times of greatest intensity, as well as of sudden fall, or sudden cessation.

5. While the fluctuations of the element which gives the Storm its name most need to be watched, attention must be also given to the simultaneous condition of other elements, as well as the times of their several changes. Thus, during a Barometric Storm, the state of the Wind at the time of the maximum and minimum heights of the Barometer, as well as the times at which the Wind changes in direction and intensity, should be reported. The Thermometer should be also occasionally observed. These remarks are applicable to other Storms, but it is to be noticed that as it is the Wind that exercises most influence on the other elements, so it is the condition of the Wind that deserves particular watchfulness during every class of Storm. This is true not only of the surface Winds, but of those that prevail in the upper Strata of the Atmosphere, and which are manifested by the moving Clouds.

6. In Storms of Wind the forms of Clouds should be carefully noticed.

7. In the case of a Thunder Storm, the time when it began and ceased is to be mentioned, and the quarter whence it rose. The changes also of Wind, with the form and motions of the Clouds, and the time of occurrences (and, if possible, the quantity) of Rain, or Hail, should be noted. The state of the Barometer and Thermometer ought to be also recorded, from time to time, during the progress of the Storm.

Shooting Stars. These are most prevalent about the 10th and 11th of August, and between the 10th and 15th of November. The facts to be noticed relative to a Shooting Star, are the time and point relatively to the Horizon in which it was first seen, the direction, length and duration of its course and its general appearance.

CHAPTER XV.

COMMUNICATIONS WITH THE GOVERNMENT ON FINANCIAL MATTERS.

1. Letter to the Provincial Secretary, with an Estimate of Expenditure for the Current Quarter; and a Memorandum on the Sums Appropriated for Grammar and Common Schools, in 1856.

I have the honour to enclose herewith an Estimate of the anticipated Expenditure of this Department for the Current Quarter, amounting to £8,563, to meet which there was an aggregate balance on hand from all sources on the 31st ultimo of £5,127. Of this balance £2,250 have been paid out during the last twenty days, leaving only, £2,877 available to this date, a sum which will soon be all absorbed.

The current disbursement of this Department for the purchase of Books, Maps, etcetera, in addition to other payments, requires that there should be, at least, £3,000 in hand, over and above the ordinary balance, to meet unforseen charges, and to maintain a credit by the Department, in London and New York.

I also enclose a Memorandum on the Expenditure of 1856, from which it will be seen that of the School moneys payable to Upper Canada for the last year, the sum of £13,512.18.3 remained unpaid up to the 31st of last month. I have not yet had occasion to apply for the whole of this balance, but I respectfully pray that His Excellency will be pleased to direct the issue of Warrant in my favour for £5,686, or in round numbers, £6,000.

Toronto, 21st January, 1857. Egerton Ryerson.

Enclosure Number One: Statement of Educational Funds, Canada East and West, 1846 to 1856.

I—Statement of the Division of the Legislative School Grant of £85,000, between Canada West and Canada East, as sanctioned by Order-in-Council, July 12th, 1856.

	£	s.	d.
Total amount paid on account of Schools in Canada West, from 1846 to January 31st, 1856, over and above its share of the Annual Grant of £50,000	36,828	13	7
Total amount on account of Schools, Canada East, for the same period	25,900	0	0
Additional Grant for 1856	35,000	0	0
Total Halifax Currency £	96,828	13	7

	Canada West.			Canada East.		
	£	s.	d.	£	s.	d.
$96,828-13s-7d, apportioned according to population gives	50,000	18	5	46,791	15	2
Less—Amount already paid	36,828	13	7	25,000	0	0
Amount still to be paid	13,208	4	10	21,791	15	2
Less—Amount borrowed from School Land Fund				5,791	0	0
				15,966	15	2
Add proportion of £50,000 Grant	25,000	17	4	24,162	2	8
Total available for 1856 £	39,000	2	2	40,129	17	10

ENCLOSURE NUMBER TWO.—*Memorandum on the Sums Appropriated for Grammar and Common School Purposes for the Year 1856, and of the Amounts for which Warrants were Issued.*

APPROPRIATIONS.	£	s.	d.	£	s.	d.
1. *For Common School Purposes:*—						
The Upper Canada proportion of the original £50,000 Grant	25,837	17	4			
Balance of extra Grants due to Upper Canada, as per Auditor's Statement of 1st May, 1856	13,208	4	10			
Add this amount, erroneously charged salaries per the same	575	0	0			
				39,621	2	2
2. *For Grammar School Purposes:*—						
Amount of Revenue from School Lands, as per Letter from Inspector General's Office, 12th April, 1856	3,802	18	3			
Amount for "District Schools" per Act 47, George III., Chapter VI.	2,500	0	0			
Appropriated as per Estimates to the following Counties: Ontario, Elgin, Grey, Halton, Brant and Welland	600	0	0			
Amount Granted by 18th Section of the Act 19th and 20th Victoria, Chapter 54, being the difference between £4,611 2s. 2d. for Superior Education in Upper Canada and £5,000 for Lower Canada	388	17	10			
This amount granted in 1854 and not paid, being for the County of Lambton	100	0	0			
				7,391	16	1
				£47,012	18	3

	WARRANTS RECEIVED IN 1846.	£	s.	d.	£	s.	d.
Jany 3.	For the Normal and Model School	762	10				
	For the Journal of Education	112	10	0			
					875	0	0
April 2.	For the Normal and Model Schools	762	10	0			
	For the Journal of Education	112	10	0			
					875	0	0
July 2.	For the Normal and Model Schools	762	10	0			
	For the Journal of Education	112	10	0			
					875	0	0
July 3.	For the Common and Separate Schools	24,721	5	0			
	For the Poor Schools	500	0	0			
	For the Superannuated Teachers	500	0	0			
	For the Provincial Museum, etcetera	500	0	0			
	For the Promotion of School Architecture	200	0	0			
	For the Grammar School Inspectors	125	0	0			
	For the Depository Clerks	175	0	0			
	For the Grammar Schools	3,278	15	0			
					30,000	0	0
	For Miscellaneous				875	0	0
	Balance due Upper Canada for 1856				13,512	18	3
					£47,012	18	3

ENCLOSURE THREE: *Estimate of Expenditure for the Quarter ending 31st March, 1857, and for which a Warrant is required.*

Balance of the Grammar School Fund from last Quarter		£4,113
Balance payable to Superannuated Teachers, 31st December, 1856		500
Balance for Grammar School Inspectors and Depository Clerks for the Nine months, ending on the 31st of March, 1857		450
Estimated amount for Public Libraries, Maps and Apparatus and other Accounts		3,500
Estimated Expenditure for the Quarter		£8,563
To meet which there was a balance on hand on the 31st of December of	£5,127	
Less paid since 31st of December	2,250	
		£2,877
Balance required for the Current Quarter		£5,686

II. LETTER TO THE PROVENCIAL SECRETARY, WITH ESTIMATE OF EXPENDITURE FOR THE CURRENT QUARTER, ENDING ON THE FIRST OF JULY, 1857.

1. I have the honour to enclose herewith an Estimate of the anticipated Expenditure of this Department for the current Quarter, ending on the First of July next, amounting to £10,030,—to meet which there was an aggregate balance, from all sources, in the Bank of £6,310. Of this balance, £1,480 have been paid out since the 1st April, leaving only £4,830 available at this date.

2. As the new Model Grammar School is now in process of erection, the available balance will soon be expended in the payment of Contractors and other Persons employed on the Building, it will be necessary to provide Funds for the payment of these charges, as per the enclosed Estimate.

3. I respectfully pray therefore that His Excellency in Council be pleased to direct the issue of a Warrant in my favour for £5,200 or in round numbers £5,500 to be applied to the purpose specified.

I will thank you to inform me what is the total amount of the Grants available for the current year.

TORONTO, 14th of May, 1857. EGERTON RYERSON.

ESTIMATE.

For the Model Grammar School		£3,000
For the Educational Museum		500
For the Promotion of School Architecture and Practical Science		200
For the Supply of Public Libraries, Maps, and Apparatus		2,800
Balance for Common Schools		1,850
Grant to Superannuated Teachers		500
Salaries of Grammar School Inspectors and Depository Clerks		180
Balance for Grammar Schools		1,000
		£10,030
To meet which we had in the Bank on the 31st of March	£6,310	
But paid out since the first of April	1,480	
		4,830
Amount for which a Warrant is required		£5,200

III. LETTER FROM THE PROVINCIAL AUDITOR, INFORMING THE CHIEF SUPERINTENDENT OF THE GRANTS TO UPPER CANADA AVAILABLE IN 1857.

1. In answer to your application for information as to the sum at your disposal for Common and Grammar School purposes, which has been referred to me, I have the honour to state, that the appropriation for Common Schools for the year 1857 will be Ninety thousand pounds, (£90,000), in all,—of which the share coming to Upper Canada will be £46,503 3 3
To this add the amount formerly charged against the School Fund for increase of Salaries .... 1,150 ... ...
Balance in the Receiver General's hands on the first of January 8,249 17 2

Total sum available for 1857 ..... £55,903 0 5

2. The position of the Grammar School Income Fund is such, that some action is necessary to put it upon a better footing. If we follow the practice heretofore established of considering the receipts from Rents and Interest on Lands sold, and on Investments in the year 1856, as the amount available for distribution in 1857, the sum at your disposal will be as follows:—

Grammar Schools Income of 1856 ..... £4,299 10 5
Grammar Schools Annual Grant 1857 ..... 2,500 0 0
Additional Grant in the Estimates of 1857 ..... 938 17 10

Total Sum for Grammar Schools £7,738 8 3

3. Beside this, there remains of the Grammar School Income Fund,—(vide Public Accounts page 255) £7,221 19 5
Add Balance omitted in the Estimates of 1856 ..... 388 12 10

(or a total of £15,349.6.6). £7,610 17 3

Of this, which strictly speaking is all applicable for distribution, £7,500, has been temporarily invested.

4. As the amount applicable for this year, together with the balance in your hands on June 1st gives you a disposable sum of £9,460.12.3, in all, which exceeds the probable Grammar Schools Annual Income for some years to come.

5. I would recommend that you apply for an Order-in-Council to add the £7,500 of the Income Fund, now temporarily invested, permanently to the Capital.

TORONTO, May 15th, 1857. JOHN LANGTON, Auditor.

(NOTE. This suggestion of the Provincial Auditor was acted upon by the Chief Superintendent; and, in his Letter to the Provincial Secretary of the 21st of July, he recommended that the £7,500 in question be added to the Capital of the Grammar Schools Income Fund. See page 158 herewith.)

IV. LETTER TO THE INSPECTOR GENERAL, INFORMING HIM OF THE AMOUNT APPORTIONED TO THE VARIOUS SCHOOLS IN UPPER CANADA FOR 1857.

In accordance with Law I have the honour to enclose herewith a certified copy [not inserted] of the apportionment to the Grammar, Common, and Poor Schools for the current year. The following is the summary of these Apportionments:—

One Half of the Grammar School Apportionment for 1857 ..... £3,929 0 0
The whole of the Common, Separate, and Poor School Apportionment ... 33,000 0 0

Total Apportionment £36,929 0 0

As these sums are, by the Schools Acts, payable by this Department to the County Treasurers on the Eighteenth proximo, it will be necessary to issue a Warrant for the amount in my favour before the end of the Month.

TORONTO, June 17th, 1857. EGERTON RYERSON.

V. Letter to the Provincial Secretary informing Him of the School Apportionments for the Year 1857.

I have the honour to state that the sums apportioned by me to the Grammar, Common, Separate and Poor Schools in Upper Canada for the current year, as certified to the Honourable the Inspector General, amounts to £40,458,—but, deducting one half of the Apportionment to the Grammar Schools, which is not payable until the 31st of December,)—to £36,929.0.0. As this sum is, by the School Acts, made payable to the County Treasurer by this Department on the Eighteenth proximo, I respectfully pray that a Warrant may issue in my favour for that amount, in sufficient time to enable me to commence making the payments on the day specified by Law.

Toronto, June 17th, 1857. Egerton Ryerson.

(Note,—The Warrant asked for was received in due time).

VI. Letter to the Provincial Secretary, recommending that a Balance of the Grammar School Apportionment be added to the Permanent Fund.

I have the honour to state that, upon the adjustment of the Grammar School Fund balances at the close of last year, a considerable sum, (supposed not to have been available,) has been uncalled for, and is unappropriated in the hands of the Honourable the Receiver General. This sum at the end of 1856 had reached nearly Seven thousand five hundred pounds, (£7,500); and, in making the apportionment to the Grammar Schools, last month, for the current year, I specially reserved this amount with a view to have it added to the Principal of the Grammar School Fund, so as thus to increase the Annual Income of the Fund, after the present year. In the meantime, as advised by the Auditor of Public Accounts, the sum in question has been temporary invested; and, as it is advisable that it should now be permanently added to the Capital of the Fund, I respectfully pray that an Order-in-Council be passed for that purpose,—the permanent investment to take effect from the date of the temporary withdrawal of the Seven thousand five hundred pounds, (£7,500), from the income Fund.

Toronto, July 21st, 1857. Egerton Ryerson.

VI. Reply to the foregoing Letter by the Provincial Secretary, with Copy of the Order-in-Council on the Subject.

I have the honour to transmit to you, herewith, an extract from an approved Report of a Committee of the Honourable the Executive Council, with reference to your Letter of the Twenty-first ultimo, on the subject of the disposal of a sum of £7,500 remaining unappropriated, upon the adjustment of the Grammar School Fund balances at the close of the year 1856.

Toronto, August 10th, 1857. E. Parent, Assistant Secretary.

Enclosure.—*Report of a Committee of the Honourable the Executive Council, dated the 31st of July, 1857,—approved by His Excellency the Governor General-in-Council on the 1st of August, 1857.*

On a Communication dated the Twenty-first of July, 1857, from the Chief Superintendent of Education for Upper Canada, suggesting that a sum of nearly £7,500, remaining unappropriated from the adjustment of the Grammar School Fund balances at the close of 1856, and since temporarily invested, should now be permanently added to the Capital of the Grammar School Fund,—the permanent investment to take effect from the date of the temporary withdrawal of the £7,500, from the Income Fund.

The Auditor recommends that the sum of £7,500, which now stands as an investment, in account of the School Land Distributive Fund, be added to the permanent investment on account of the Grammar School Fund.

The Committee advise that the sum referred to, be added to the Grammar School Investment Fund, accordingly.

TORONTO, 1st of August, 1857. Certified, WILLIAM H. LEE, Clerk of the Council.

VII. LETTER TO THE SECRETARY OF THE PROVINCE ON AN INCREASE OF SALARY TO THE OFFICERS AND CLERKS OF THE EDUCATION DEPARTMENT OF UPPER CANADA.

1. I have the honour to submit to the favourable consideration of His Excellency the Administrator of the Government-in-Council the following Statement and recommendations, in regard to the Officers and Clerks of this Department.

2. The Civil Service Act passed during the late Session of Parliament, for improving the organization and increasing the Salaries of Officers and Clerks in the political Departments of the Government, provides, among other things, that the Head of each Department shall, within thirty days, "cause to be transmitted to the Office of the Executive Council, a Return of the Persons composing the Staff of such Department, dividing them into Classes, as hereinbefore provided, having respect to their relative ability and length of service.

3. It is true that this is not a political Department of the Government; but I submit that, in justice to the Officers and Clerks employed in it, they ought not, on that account, to be deprived of the remuneration which has been considered, by both the Government and Parliament, to be but just to the subordinate Officers of other Public Departments,—especially as the subordinate Officers connected with this Department render equal service, and are not second to those of any other Public Department in literary qualifications. or in industry, or labour; and, as the Department itself, (though not political,) is one of the most extensive, important and responsible in the Country.

4. But, in addition to this general ground, I beg to offer some special reasons in support of the principal recommendations I have the honour to submit in regard to the Deputy Superintendent of Education, (J. George Hodgins, Esquire, M.A.) He has been connected with this Office ever since the close of 1844,—nearly thirteen years. I selected and nominated him for what I believed to be his aptitude and qualifications for an Assistant in the work I had undertaken, and, after he had given satisfactory proof of such aptitude and qualifications, he, on my recommendation, relinquished his salary for one year, went home to Dublin at his own expense, and devoted a year to careful study of the whole mode of conducting the System of Education in Ireland, in all the details of each of the seven branches of the great Education Office in Dublin, and returned to Canada with the highest Testimonials of the Irish National Board of Education.* And it is to Mr. Hodgins' talents as a Departmental Officer,—to his thorough business habits, great industry, and cordial co-operation, that the Country is in no small degree, indebted for the completeness and perfection of detail that I have been enabled to introduce into every Branch of this complicated Department.

5. Mr. Hodgins has also had charge of the Department during my absences, (sometimes protracted), has done so very efficiently; but he has never received any remuneration for such additional labour and responsibility. I submit, therefore, that his qualifications, duties, long and faithful services, entitle him to equal remuneration with the Deputies of other Departments,—that is to increase his salary from £450 to £600.

*These Testimonials are printed on page 119 of the Fifth Volume of this Documentary History. See also page 94 of that same Volume, and also pages 228, 229 of the Sixth Volume of this History.

6. The first Clerk, Mr. Thomas Hodgins, B.A., has been in the Office since 1848, and has evinced talents of a high order, especially in the branch in which he is employed, examining all Financial and Statistical Returns, and preparing my Statistical Reports, together with the entry and summary Record of all Letters, etcetera. His legal knowledge, (he being nearly eligible for admission as a Barrister-at-Law,) is a great convenience and very useful to me. His present salary is £280; under the new Civil Service Act, he would be entitled to £400.

7. Mr. Alexander Marling has, during the last three years been Book-keeper, and has discharged his duties most faithfully, and with singular ability, the Accounts amounting in the aggregate to nearly £100,000 per annum, and embracing a variety of separate branches, and sums from a few pence up to hundreds of pounds. The salary of the Book-keeper, or Accountant, in each of the other Departments, is £400; Mr. Marling's Salary has been but £200. I submit that his Salary should, at least, be £300, with the rank of a Clerk of the First Class.

8. Mr. A. J. Williamson, an elderly Gentleman, a most expert and accurate Copying Clerk, is proposed to rank as Clerk of the Second Class, his present salary of £175 to be made to £295.

9. Mr. S. P. May, a Naturalist, having prepared and arranged the specimens of Natural History, in the Museum of this Department, (as he did for a Natural History Society elsewhere), is a most excellent Clerk of the Libraries, and a very useful man in the Department. It is proposed that he shall rank as a Clerk of the Second Class and that his present salary of £200 shall be £225.

10. It is also proposed that Mr. F. J. Taylor, Assistant Clerk of Statistics, shall rank as Clerk of the Third Class, with his present salary of £150; and that Mr. Herbert Butterworth, Map and Apparatus Depository Clerk, rank as Clerk of the Fourth Class, his present salary of £75 to be made £125.

11. I beg to add that not one of the Officers, or Clerks above named has been appointed without a trial of six months, and without exhibiting peculiar qualifications and fitness for the work assigned him.

12. In no Branch of the Public Service is diligence and fidelity of more direct importance to the Country, then in this Department; and, in order to that, it is of the utmost consequence that the Officers and Clerks employed in it should feel that their services are not less considered and remembered than Officers and Clerks of the same standing in other Departments.

13. The aggregate increase in the Salaries of the whole seven Officers and Clerks in this Department, above mentioned, is only £495,—a small sum for the Country at large, but a matter of very serious importance to a class of meritorious Public Servants.

TORONTO, July 22nd, 1857. EGERTON RYERSON.

VIII. ACNOWLEDGMENT OF THE FOREGOING LETTER BY THE PROVINCIAL SECRETARY.

I have the honour to acknowledge the receipt of your Letter of the 22nd Instant, submitting the claims of the Deputy Superintendent of Education and the Clerks of the Department over which you preside to certain increase to their respective salaries, and to a participation in the provisions of the "Civil Service Bill" of the last Session of the Legislature, and in reply I have to acquaint you that the subject will receive the consideration of the Government.

TORONTO, 28th July, 1857. E. A. MEREDITH, Assistant Secretary.

IX. ADDITIONAL LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION, ON THE SUBJECT OF THE SALARIES OF THE OFFICERS AND CLERKS IN HIS DEPARTMENT.

1. In my Letter of 24th ultimo, relative to the Salaries of the Deputy Superintendent and other Officers and Clerks in this Department, I made an omission which I now desire to supply.

2. The Salaries of the subordinate Officers of this Department, as well as of myself, were fixed at their present rate. not by Act of Parliament, but by Order of the Governor General-in-Council. It is, therefore, as competent for the Administrator of the Government-in-Council to make the Salaries payable upon the scale, which I have felt it my duty to submit, as to make them payable according to the present scale.

TORONTO, 5th of August, 1857. EGERTON RYERSON.

X. REPLY OF THE PROVINCIAL SECRETARY TO THE LETTER OF THE CHIEF SUPERINTENDENT OF THE 22ND OF JULY, 1857, ON THE INCREASE OF THE SALARIES OF THE OFFICERS AND CLERKS OF THE EDUCATION DEPARTMENT.

1. I have the honour to inform you that His Excellency the Administrator of the Government has had under his consideration-in-Council your Letter of the 22nd of July last, recommending certain increases to the Salaries of the various Employés in the Office of the Chief Superintendent of Education for Upper Canada.

2. His Excellency, having given full consideration to the reasons set forth by you in favour of the recommendations submitted in your Communication, is of opinion that, inasmuch as the Civil Service Bill, (the principles of which you invoke,) applies only to the Executive Departments of the Government, enumerated in the Schedules appended thereto, the scale of salaries fixed by the Bill may, by analogy only, but not otherwise, furnish a rule whereby to regulate the Salaries of certain of the Clerks of your Department.

3. In considering, therefore, the addition proposed by you to be made to the salary of the Deputy Superintendent, His Excellency, having in view the fact that you, as Head of the Department, do not, either in position, or salary, occupy the same status as the Political Heads of the various Public Offices, cannot recognize any claim on the part of the Deputy Superintendent to hold the same position as the Assistants of those Officers.

4. His Excellency has, however, been pleased to direct that the salary of the Deputy Superintendent of Education for Upper Canada be fixed at £500 per annum, and that the Salaries of the Clerks in the Department of Education be fixed at the following rates, which are within the limits assigned by the Civil Service Act to those at the same grades in the Branches of the Civil Service, to which the Act applies.

The First Clerk, (Mr. Thomas Hodgins,)	£300 per annum.
The Accountant, (Mr. Alexander Marling,)	250 per annum.
The Copying Clerk, (Doctor A. J. Williamson,)	225 per annum.
The Clerk of Libraries, (Mr. S. P. May,)	225 per annum.
The Assistant Clerk of Statistics, (Mr. F. T. Taylor,)	150 per annum.
The Clerk, (Mr. H. Butterworth)	125 per annum.

The above rates are to take effect from the 1st July last.

5. His Excellency has further been pleased to direct that Mr. J. George Hodgins, the present Deputy Superintendent of Education be allowed, from the First of July last, in addition to his Salary of £500, the sum of £50 per annum, during his tenure of that office, in consideration of his long and laborious services connected with the establishment of a new Department.

TORONTO, 13th October, 1857. E. A. MEREDITH, Assistant Secretary.

XI. LETTER OF THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY, SUBMITTING THE ESTIMATES OF EXPENDITURE FOR THE QUARTER ENDING ON THE 31ST OF DECEMBER, 1857.

1. I have the honour to enclose herewith Estimates of the Expenditure of this Department for the current Quarter, amounting to within a few pounds of £10,500, or. deducting the balance in the Bank at the end of the last Quarter, £4,348, (less

£1,248, the amount paid out by the Department since the 1st instant,) to £7,500. For this sum I respectfully pray that His Excellency the Administrator of the Government-in-Council will be pleased to direct the issue of a Warrant in favour of the Chief Superintendent of Education for Upper Canada.

2. The Accounts of Receipts and Expenditure of this Department for the last Quarter, which are now in course of preparation for transmission to the Auditor, will show an Expenditure of £42,843,—or about £6,000 more than the amount of the Warrants last issued for this service. The excess was, however, covered by the balance in hand at the end of the previous Quarter, and by the current receipts.

TORONTO, October 19th, 1857. J. GEORGE HODGINS, Deputy Superintendent.

ENCLOSURE: *Estimate of the Expenditure of the Education Department of Upper Canada for the Quarter ending on the 31st of December, 1857.*

For Public Libraries		£1,500
For the Supply of Maps and Apparatus		3,800
For Grammar Schools; (balance of 1857 still due)		3,929
For Superannuated Common School Teachers, (balance for 1857 still due)		500
For the Model Grammar School		1,000
		£10,429
To meet which we had balance on hand on the 30th of September, 1857, of	£4,348	
Less paid out since the 1st of October	1,248	
		3,100
Estimated Expenditure		£7,329

To meet which a Warrant for £7,500 will be required.

CHAPTER XVI.

RELIGIOUS INSTRUCTION IN THE SCHOOLS OF UPPER CANADA, 1857.

I. LETTER FROM THE HONOURABLE CHIEF JUSTICE DRAPER TO THE CHIEF SUPERINTENDENT OF EDUCATION.

1. Sir John Pakington, the Colonial Secretary, has been making particular enquiries of me respecting the working of our Common Schools System, and particularly with reference to the manner in which Religious Instruction may be given in the Schools,—how the Ministers of the various Denominations who are admitted to give it are ascertained;—what are the average Salaries given to Teachers, Male and Female, who come from the Normal School,—and what is the price paid by Parents for the education of their Children by the week, or otherwise, at the Common Schools.

2. I should be much indebted to you if you will enable me to give him accurate answers to these enquiries.

3. I have given him the best information in my power; but I am afraid of mistakes, and I should regret extremely to mislead him in the slightest degree.

4. A comparative Statement of the proportion of Children attending the Common Schools, showing the gradual increase in the number would also be desirable.

5. The Provincial Secretary will forward any Letter you may address to me.

LONDON, June 10th, 1857. W. H. DRAPER.

II. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

1. I received yours Letter of the 16th ultimo last evening, requesting, for the information of Sir John Packington, Colonial Secretary, information as to the nature and working of our Provincial School System, particularly in regard to Religious Instruction.*

2. I transmit you a copy of the School Act and Regulations, and of my Reports for 1852 and 1853, in which I have discussed the question of Religious Instruction in the Schools. In the Appendix to my Report for 1852, will be found in detail my first and fullest discussion of the Question, in which I have quoted the Church of England Canons, etcetera, on the duty of Clergymen, Parents and School Masters on the subject, and I have distinguished, in this matter, between Day Schools and the Higher Seminaries of Learning. In the body of the same Report, I have answered some objections on the subject.

3. In my Report for 1855, (the last as yet printed), I have made some further remarks and references on the subject.

4. In the same Report, will be found a Table, illustrating the statistical progress of the School System of Upper Canada since 1842.

5. In the same Report, will be found the Regulations and Forms of Prayer for the opening and closing of the daily Exercises of the Schools.

6. Some have affected, and attempted to confound our School System with that in the United States. But there is scarcely one point in common now, between the two School Systems, except that both contemplate the education of the whole people, without any distinction as to Classes, or Sects, and that by machinery chiefly worked by the people themselves; but our School System is much more simple; and, besides differences in numerous details and forms, there are the following essential points of difference in the two Systems:—

(1.) In none of the States of the Union, as in Upper Canada, is there any law, or Regulation, by which one uniform series of Text Books is selected and sanctioned by the Government for all of the Public Schools, or a Catalogue of Books for Public School Libraries,—a matter of the highest importance to the Schools, and of security and great advantage to the public.

(2). Nor is there, in any one of the States provision for the uniform examination and classification of Teachers throughout the State, as in Upper Canada by County Boards; but the whole is left to the discretion of Trustees.

3. In Upper Canada, there is a distinct recognition of the Christian Religion,—of the reading of the Holy Scriptures in the Schools, and of Prayer; and although they are not made compulsory, they are provided for and recommended, as also the teaching of the Ten Commandments and the essential duties and principles of Religion, with which the Schools Books are pervaded, is made obligatory. This is not the case in any of the United States.

4. With us, all Clergymen recognized by law, as having authority to solemnize Matrimony, are *ex-officio* Visitors of the Schools—associating the Ministers of Religion with the School Education of their people. The influence of this Regulation is immense in the Schools, and is most salutary in a social point of view,—bringing the Ministers of various Religious Persuasions into friendly intercourse and co-operation at the Quarterly Examinations and other school gatherings. In addition to this, a Regulation has been lately adopted, by which the Clergymen of any Religious Persuasion shall have the use of the School House, in which to give special Religious Instruction to the Pupils of his own Church once a week at four o'clock, P.M.; and, if

*For a full discussion of this question of Religious Instruction in the Schools, see the Chief Superintendent's Report for 1855, page 294-298 of the Eleventh Volume of this Documentary History. See also page 144 of this Volume.

the Clergymen of more than one Religious Persuasion applies for this purpose, the Trustees shall determine the day on which each Clergyman shall occupy the School House.

5. I think that, while Denominational Schools in the Country parts are wholly impracticable, they might be recognized in Cities and Towns by apportioning to them, out of the School Funds, for the payment of Teachers, (not for building School-houses). according to the average attendance of Pupils. This would not interfere with the Public School System, and might meet the wishes of those who are not willing to send their children to the Public Schools, and might provoke a wholesome emulation between the two classes of Schools. But, I have not yet proposed it here, as the great majority of all classes of the population are in favour of our School System as it is, and would abolish Separate Schools altogether.

TORONTO, July the 4th, 1857. EGERTON RYERSON.

ENCLOSURE: *Minute adopted by the Council of Public Instruction in regard to Religious Instruction, in April, 1857.*

Ordered, That, with a view to correct misapprehensions and define more clearly the rights and duties of Trustees and of other parties, in regard to Religious Instruction in connection with the Common Schools, it is decided by the Council of Public Instruction, that the Clergy of any Religious Persuasion, or their authorized Representatives, shall have the right to give Religious Instruction to the Pupils of their own Church in each Common School House, at least once a week, in the afternoon; and, if the Clergy of more than one Religious Persuasion apply to give Religious Instruction in the same School House, the Trustees shall decide on what day of the week, on which the School House shall be at the disposal of the Clergyman of each such Religious Persuasion at the time above stated. But, it shall be lawful for the Trustees, and Clergyman of any Religious Denomination to agree upon any other hour of the day, at which such Clergyman, or his authorized Representative, may give Religious Instruction to the Pupils of his own Church, provided, that it be not during the regular hours of the School.

CHAPTER XVII.

THE SEPARATE SCHOOL QUESTION IN 1857.

LETTER FROM THE HONOURABLE JOHN ELMSLEY, ENCLOSING TWO DRAFTS OF SEPARATE SCHOOL BILLS.

Confidential. 1. Permit me to assure you, that, as far as my personal approbation is of value, I do most heartily concur with you on the proposition, that the whole of the Separate School Question, from beginning to end, should be referred to a Select Committee of the Legislative Assembly; and I now hasten to entreat of you to pursue that proposal, until you have succeeded in calling the attention of the Legislature to this most important subject.*

2. The Public is not the tribunal before whom, in my humble judgment, so intricate a question ought to be brought. Many, of whose judgment, in this respect,

*Mr. Elmsley here refers to the following Extract from a Letter dealing with the Bruyére-Pinsoneault controversy on page 17 herewith:—

12. As Bishop Pinsoneault has entered the arena in aid of Mr. Bruyére, I have no objection to meet him in his own chosen field of Public discussion; but I may suggest to him a more tangible and satisfactory mode of testing the truth of his charges against my acts and the provisions of the School Laws:—a Select Committee of the Legislative Assembly. In two Annual Reports I have suggested an inquiry into the whole School System, before further legislation on Separate Schools. I am prepared to meet Bishop Pinsoneault before such a Committee, and to answer for any act of my administration he may think proper to arraign, and to vindicate the equity and fairness of the School Law against any charges which he may prefer and to show that the very clauses and provisions of the Separate School Act, specially complained of, are precisely those that were introduced into the Legislative Council by the Honourable Colonel Taché, in Quebec, two years since, and at the request of those who now complain of them; and, furthermore, that I have interpreted and administered them in the most liberal spirit, even beyond what is required by the Letter of the Law.

I entertain the highest estimation, and whom I personally love and revere, are of a different opinion; and, therefore, I am not going to set myself in opposition to them: but while they are doing all they can to cause an inquiry, in their way, to be made, I think that you should use your utmost endeavours, to obtain an investigation by means of the legitimate exercise of lawful authority. Almost every man out of Parliament, has already made up his mind to one side, or the other, and, therefore, will not listen to arguments, however logical they may be, tending to disturb preconceived opinions; and, consequently, neither side has gained any number, worth mentioning, of converts, though the medium of the Newspaper Press, and little has been gained in any way.

3. Before a Committee of the House of Assembly, however, the case will be far different; a calm and patient hearing will, at any rate, be accorded to both sides; and, although, even then, justice may linger for a season, yet we shall then have the satisfaction of knowing that we are on the right road to the attainment of redress: to it, therefore, we should apply I think, for remedial Measures.

4. Your position will enable you, if you press the proposition for enquiry before a Select Committee of the House, with vigour and earnest sincerity, to obtain that most desirable end. The present Administration are, I am well aware, most unwilling to face the difficulties of this grave subject; but, when the demand for investigation comes from the Chief Superintendent of Education, it cannot be withheld. Forward, then my dear Sir; be not deterred by seeing obstacles; they must all vanish before your steady and sturdy purpose of finally obtaining your wishes. You have publicly thrown down the gauntlet, the Friends of Separate Schools have caught it up, and now challenge you to the combat, the combat of dispassionate argument, the battle of cool investigation.

5. Should the House of Assembly grant such a boon as you request, you would, of course, be prepared to sustain your position by all legitimate means at your disposal.

6. On the other hand, the Friends of the Separate Schools, would not be behind in stating very forcible, all the grounds upon which they base their dissatisfaction with the School Laws as they now subsist; and, (be not offended with me,) they would endeavour to counteract the effects of your Annual Reports to His Excellency the Governor General; and herein, particularly, they would strive to show that some of the Municipal Functionaries are not embued with the spirit of hostility to the Separate Schools, (to which you have applied the very obnoxious epithet of Popish,) to such a degree as you apprehend; that they would sooner go to Prison than be aiding and abetting them in any way. On the contrary, it would be easily shewn that some of those Functionaries have not their labour much increased, by the very means which have been adopted, with the intention of saving them labour. It can be proved that the simplest and least complicated Machinery, would have resulted, in the end, in the attainments of the objects sought, that is to say, exemption from the Common School Tax, and power to tax themselves; that, when the principle of exemption was conceded, that it would have been the best policy to have afforded it all the assistance possible; that in conceding the principle, but practically withholding the healthful operation of it; or what amounts to the same thing, clogging it with restrictions and difficult conditions, the Friends of Separate Schools felt that they were but mocked with a semblance of concession, and, therefore, of course, could not remain satisfied with the shadow, but have been constantly impelled to seek for the substance, if of possible attainment; that in multiplying difficulties in the acquisition of exemption, etcetera, the Law was, in point of fact, defeating its own intentions; that, in placing so large a portion of the machinery of the system at the control of its merciless enemies, its failure might be regarded as inevitable; that the precautions against the much dreaded dishonesty of Separate School Electors, Trustees, Secretary-Treasurers, of whom I am one, and Teachers, and all other parties engaged in the establishment of Separate Schools, as well as the securities alleged to be necessary for the protection of the gigantic Common Schools, against the pigmy Separate Schools, were nothing short of the most

fatal blows to the principle and system, which, even, under its most favourable aspect, offers but small encouragement to its advocates; who, but for the most powerful sense of its absolute necessity, could not have sustained themselves, under the cloud of difficulties they encountered, in every stage of their progress.

7. You will, I trust, pardon the freedom with which I have expressed the foregoing sentiments. I feel very keenly upon the subject, but, if I have said anything calculated to give you pain, you may be sure that such is far from my intention.

8. I enclose for your consideration the Draft of a Bill, which may be presented to the Legislature this Session; I have submitted it to the proper Authorities, placed in charge of our Separate Schools; and now await either their action, or their refusal to act, if it should be considered inexpedient to move in the matter this year. May I beg the favour of you to place, in the margin, such remarks upon it, as may suggest themselves, to your mind, other than those which similar propositions, under Mr. Bowes' Bill,* have already elicited from you, in your Report to the Governor General, in other Documents equally patent: and return it to me at your convenience. I know that I am taxing your goodness heavily, but I will not conceal from you that I wish to avail myself of your criticism, to make the measure as perfect as possible.

The Second Rough Draft of Bill, which I submit, comprises all Religious Denominations recognised by Law in Upper Canada; because the Catholics are not so selfish as to claim that for themselves, what they would not cheerfully accede to others. But, if others have no desire to avail themselves of any such Legislation, we can, of course, have no kind of objection to the Law being limited to ourselves; and, by the substitution of the words; "Roman Catholic," for the words: "Religious Denominations": this limitation can be very easily effected.

8. Upon the supposition that such limitation should prevail, the First Section of my Bill is intended, by repealing all other Laws regarding our Separate Schools to bring all the Laws relating to us under one Act of Parliament.

9. The Second Section of the Bill confirms all Separate Schools in existence at the time of the passing of the Bill, which commends itself.

10. The Third Section, provides for the union of several Separate Schools, in Cities and Towns, which was but very imperfectly done, in the Separate School Act of 1855.

11. The Fourth Section finds a remedy, (at least so I flatter myself,) for all the difficulties in the attainments of exemption, which have hitherto been fatal to several Separate Schools; and which will, in my judgment if not removed, ultimately destroy them all; unless sustained by great devotedness, and at very considerable sacrifices, and, in spite of the inefficiencies of Laws. Under the present Law, Catholics of neighboring Common School Sections, although perhaps within a few paces of a Separate School House, cannot be exempted, unless they live within the Common School Section in which their Separate School is established. When the very scattered condition of our people is taken into consideration, this amounts, practically, to saying to them, that only about one-third, and perhaps only one-fourth of them, in any given locality can avail themselves, of the provisions of the Law in that respect. I will understand the full value of the many objections urged by you; and among them that the withdrawal of certain numbers of Rate payers, from the support of the Common Schools, might prejudice their efficiency, in any School Section, in which a Separate School might be proposed. In theory, this objection might have some force, but, in sober practice, we all well know that our people are, in general, Ratepayers to so small an amount, and are, moreover, so few in comparative numbers, that their withdrawal in a Body, at ever so short a notice, would but very seldom effect the Common School Fund, to any extent worth mentioning. I venture this opinion,—your Report for 1855, page fifteen, Section three, to the contrary notwithstanding. And, do not be

*In regard to the Separate School introduced into the House of Assembly by Mr. J. G. Bowes, here referred to, see page 293 of the preceding Volume of this History.

offended, if I tell you, that, on turning over the leaf to page sixteen, I was perfectly astonished to find such fearful conclusions, as you have there drawn, of the certain effects of the short Separate School Bill introduced last Session by Mr. Bowes. I confess that at first I trembled to think that such conclusions might be warranted by the text; but upon the most attentive study of the consequences of that short Bill, I felt entirely relieved from anxiety on that score. I am firmly convinced, that the present System of Common Schools is deeply rooted in the affections of the great majority of the People of Upper Canada, who agree with you; that "a general Christian Character and Spirit," are of much greater importance than any catechetical Religious Instruction" Alas! My Dear Sir; that any one claiming to be a Minister of any Religious Denomination of Christians, should have ever published to the World a sentiment, so totally subversive of that great and sublime commission given by Christ to his Apostles, and through them to their Successors, which you will find in the three last verses of the last Chapter of the Gospel according to Saint Mathew:—"Go!: Teach!!; all things I have commanded you ! ! !; always, even to the end of the world. Was it only a "general Christian character and Spirit," was it only on the "single points of Christian morals and efficient secular teaching" that our Blessed Lord imparted to his eleven chosen Disciples such supernatural Gifts. With the power of renewal through all succeeding Ages, to the end of time? Nothing Doctrinal? Nothing dogmatical? Answer Pastor of Souls, if such you be.

12. But this is a digression for which I trust to your kindness to pardon me. I feel satisfied that the People of this Country will, for the remainder of your life time and mine to boot, and far beyond that, continue to be deeply enamoured of the present School System. There can be no possible grounds of apprehension that any one, or more, Religious Denominations will have the power of disturbing the serenity of that fatal principle, most properly styled; "Godless Education." To this add the immense difficulties, (which in a community so divided as that of Upper Canada, into so many Denominations,) stand in the way of segregation in the matter of Schools, and above all the conditions attached to the existence of a lawful Separate School, that of the average attendance of at least fifteen Pupils, and I feel assured that the Common Schools are abundantly protected from all the assaults of the "partisanship of sect," (see Report of 1855, page twenty-one.)

13. The Fifth Section of my Draft of a Bill, provides for the establishment of new Separate Schools, by putting it in the power of any number whatsoever of Catholics, (that is to say, carrying on the supposition that the Bill is to have only a limited application,) wheresoever they may be located, and whether resident, or not, to establish a Separate School, any where they may choose.

14. Under the present Law, we are compelled to dance attendance upon Reeves and Chairmen of Boards; the former often miles and miles away from us, and to also take the chance of finding these Functionaries at home; and also in good humour; and we have found them also to be subject to all kinds of delays and objections to endorse our little paper, which the Law requires to be sent to Chief Superintendent. One of them had his ink frozen; and so he could not endorse the Document; and the person who presented it to him had to wait till a general thaw took place; (this actually occured); another had not a copy of the Statutes by him, and so he could not tell what the Law was, upon the subject of so important a matter, as to require his endorsation, and the party had to go home, and return sometime after, when the stray Statute Book, was to the fore. Another wanted time to reflect upon the matter, as it was quite new to him; another desired to consult his legal adviser, and so through endless, countless, trivial obstacles, all sufficiently annoying to deter any one, not in possession of indomitable perseverence, from pursuing the cause he had taken in hand; to say nothing of travelling in mud in some parts of the year, snow in other parts, heat, or cold, as the case may be, neglect of business, (incidents so frequent), and protacted absences from home. Indeed, I wond r that a single Separate School exists

in all Upper Canada, outside of the Cities and Towns. The Municipal Clerks put us also through a multitude of difficult postures and facings, before they will give us Certificates of Exemption; Chamberlains and Treasurers add their quota of annoyances before they will admit the identity of each Catholic claiming exemption and then a Protestant Landlord, and a Catholic Tenant, or vice versa, gives a world of trouble, mostly resulting in loss to the Separate School. Last, but not least, a slice is taken from us "for the support of Common Schools," "Common School Libraries, and the erection of School Houses commenced prior to the establishment of our Separate Schools," and then, if a School be not established within two months, the Trustees become" "functus officio"—The Lord preserve us; if we have not enough to contend against, I should like to know who has.

15. The Sixth and Seventh Sections of the Draft of Bill are almost a transcript of similar provisions in the Separate School Act of 1855, only a little modified to suit my new Bill, and to perfect the organization.

16. The Eighth and four following Sections of the Bill will be exact transcripts of similar Sections in the Separate School Act of 1855; and are, as you will perceive, upon reference thereto, essential to us.

17. I think, I have put your patience to a sufficiently severe trial, and I will conclude with that which I began, namely to exhort you to stir every agency at your command to obtain the appointment of a Select Committee of the House of Assembly. You want it for your personal, as well as your public, views and purposes; but you have been so personally mixed up with the public part of the Separate School affair, that it would be impossible to enter upon the consideration of either; without bringing both prominently before the House.

Once more disclaiming all intention of saying one syllable calculated to hurt your feelings.

Festival of Saint Casimer.
(TORONTO, 4th of March, 1857,)

JOHN ELMSLEY.

ENCLOSURE: DRAFT OF SEPARATE SCHOOL BILL FOR ROMAN CATHOLICS IN UPPER CANADA.

DRAFT OF A BILL, ENTITLED,

An Act to Repeal the Several Laws respecting Separate Schools, so far as they relate to Roman Catholics; and to authorize the establishment of Schools by Roman Catholics in Upper Canada.

WHEREAS it is expedient to repeal all foregoing Acts, or portions of Acts of Parliament, respecting Separate Schools in Upper Canada, in so far as they relate to Roman Catholics, and to confer upon Roman Catholics the power of establishing Schools therein, and also to entitle such Schools to a share in the Parliamentary School Grant, and, in all other appropriations of money for School purposes, in proportion to the attendance of Pupils at such Schools; and also to

ENCLOSURE: DRAFT OF SEPARATE SCHOOL BILL FOR RELIGIOUS DENOMINATION IN UPPER CANADA.

ROUGH DRAFT OF BILL, TO BE ENTITLED,

An Act to Repeal the Laws relating to Separate Schools, and to authorize the establishment of Schools by any of the Religious Denominations recognised by Law in Upper Canada.

WHEREAS it is expedient to repeal all foregoing Acts, or portions of Acts of Parliament relating to Separate Schools in Upper Canada, and to confer upon any of the several Religious Denominations recognized by law therein, the power of establishing Schools in connexion with, belonging to, such Religious Denominations: (such Schools to be hereafter termed Denominational Schools), and also to entitle such Schools to a share in the Parliamentary School Grant, and

entitle such Schools to receive from Municipal, or Local, Assessments, that portion of School Taxes, or Rates, paid by Roman Catholic Rate-payers, in common with all other Rate-payers:

Be it, therefore, enacted, etcetera.

I. That, from and after the ——— day of ——— all Acts and portions of Acts relating to Separate Schools in Upper Canada, be, and the same are, hereby repealed, in so far as they relate to Roman Catholics;

Provided always, that all Roman Catholic Separate Schools heretofore lawfully organized, and all lawful matters and things concerning the same shall be, and are hereby ratified and confirmed, and are continued under the provisions of this Act.

II. It shall be lawful for Roman Catholics in Upper Canada to establish Schools therein, under the provision of this Act; and, for this purpose, any number of Roman Catholics, not less than five, being Rate-payers, may, at any time, by giving six days' notice in not less than three public conspicuous places, in the vicinity of the intended site of any Roman Catholic School, convene a Public Meeting of Roman Catholics, who may be desirous of establishing a School any where; and, a majority of such Roman Catholics present at such a Meeting, may, if they see fit, elect any three Persons to act as Trustees for the management of such intended School.

III. A notice of the holding of such Meeting, and of such election of Trustees, shall be given by the Chairman, or Secretary, of such Meeting to the Reeve of the Township, or Village, or to the Chairman of the Board of Common School Trustees of the City, Town or Village, in which such Roman Catholic School is to be established, and a similar notice shall, in like manner, be published in any public Newspaper issued in, or near, such Township, Village, City, or Town, or in the nearest City, Town, Village, or Township, a copy of which shall be sent to the Chief Superintendent of Education; and such publication shall be sufficient for all Roman Catholic School purposes; and, upon the day of the publication of such notice, the three Trustees in all other Public Appropriations of money for School purposes, in proportion to the attendance of Pupils at such Schools, to receive from Municipal, or Local, Assessments, that portion of School Taxes, or Rates, paid by the respective Members of Religious Denominations, Be is therefore enacted, etcetera.

I. That from and after the ——— all Acts and portions of Acts relating to Separate Schools in Upper Canada, be, and the same are hereby repealed, except in so far as they relate to Coloured people.

II. It shall be lawful for any of the Religious Denominations recognised by Law in Upper Canada to establish Schools in connexion with, and under the control of, such Religious Denominations, under the provisions of this Act; and such Schools to be termed Denominational Schools; and it shall also be lawful for any two, or more, Religious Denominations to unite for the purpose of establishing a Denominational School under the provisions of this Act.

III. Any number of Persons, not less than five, being Rate-payers and Members of any Religious Denomination recognised by Law in Upper Canada, may, at any time, by giving at least six days' notice in not less than three public and conspicuous places, in the vicinity of the intended Site of any Denominational School, convene a Public Meeting of the Members of such Religious Denomination, who may be desirous of establishing a School any where, in connexion with such Denomination; and, a majority of such persons present at such Meeting may, if they see fit, elect any three persons to act as Trustees for the management of such intended School.

IV. A notice of the holding of such Meeting, and of such election of Trustees, shall be given by the Chairman, or the Secretary, of such Meeting to the Reeve of the Township, or Village, or to the Chairman of the Board of Common School Trustees of the City, or Town, in which such Denominational School is about to be established; and a similar notice shall, in like manner, be published in any public Newspaper issued in, or near, such Township, Village, City, or

elected at such Meeting, shall form a Body Corporate, under the name of the Roman Catholic School of the City, Town, Village, (Common School Section, or Union School Section,) in which such School is established.

IV. Wherever, in any City, Town, or Village in Upper Canada, there are two, or more, Roman Catholic Schools established therein, under the provisions of this Act, the Trustees of all such Schools shall be united into one Board of Trustees for the management thereof; and, in such case, one Trustee only for each Ward, or other similar division, shall be elected to represent each School at the United Board of Trustees by the Roman Catholics, at the then next, and at all subsequent, general Annual Meetings for the election of School Trustees, on the second Wednesday in January; and such Trustees, so united into one Board of Trustees, shall form a Body Corporate, under the name of the Board of Trustees of the Roman Catholic Schools of the City, Town, or Village, in which they shall be established.

V. Union School Sections, for Roman Catholic School purposes, may be formed and altered, by the Roman Catholic Rate-payers of any two, or more, adjacent, or contiguous, Common School Sections in Upper Canada, whether within the same Municipal limits, or not, at a Meeting of such Rate-payers, to be convened after the manner heretofore appointed for the establishment of a first, or new, Roman Catholic School; and each union School Section shall be deemed to be one School Section for all Roman Catholic School purposes whatsoever.

VI. The Trustees of any Roman Catholic School shall have the same power to impose, levy and collect School Rates, or Subscriptions upon, and from, all persons, who, being Roman Catholics, not dissenting, as hereinafter provided, are Rate-payers of any City, Town, or Village, Common School Section, or Union School Section, in which such Roman Catholic School shall be established, as the Trustees of Common Schools have and possess, under the provisions of the several School Acts relating to Common Schools in Upper Canada; and they shall Town, or in the nearest City, Town, or Village, or Township; and such publication shall be sufficient for all Denominational School purposes; and, upon the day of the publication of such notice, the three Trustees elected at such Meeting shall form a Body Corporate, under the name of the Trustees of the School of the Religious Denomination to which they shall belong, and of the City, Town, Village, Common School Section, or United School Section, in which such School is established.

V. Wherever, in any City, Town, or Village, in Upper Canada there are two, or more, distinct Schools belonging to any one Religious Denomination, established in such City, Town, or Village, under the provisions of this Act, the Trustees of all such distinct Schools shall be united into on Board of Trustees for the management of all the Schools belonging to such Religious Denominations in such City, Town, or Village. Each such School shall be held to be distinct from another School of the same Religious Denomination, when comprised under one roof, or in two, or more, contiguous, or adjacent, Buildings; and, in such case, one Trustee only shall be elected to represent such distinct School at the united Board of Trustees, by the Members of such Denomination, at the then next general Annual Meeting for the election of School Trustees, on the second Wednesday in January; and, thereafter, only one Trustee, in every year, shall be elected to represent each such distinct School at the United Board; and such Trustees, so united into one Board of Trustees, shall form a Body Corporate under the name of the Board of Trustees of the Schools of the Religious Denomination to which they shall belong, and the name of the City, Town, or Village, in which they shall be established.

VI. United School Sections for Denominational School purposes only, may be formed and altered by the Rate-payers of any two, or more, neighboring Common School Sections in Upper Canada, whether within the same Municipal limits, or not, (such Rate-payers being of the same Religious Denomination,) at a Meeting of such Rate-payers, to be

be bound to perform all the duties, and shall be subject to all the penalties, liabilities, Rules and Regulations; and shall exercise all the powers, and shall enjoy all the privileges and advantages, which are required of, imposed upon, exercised and enjoyed, by the Trustees of Common Schools; and the Teachers of Roman Catholic Schools shall be subject to all the penalties, provided against the Teachers of Common Schools.

VII. It shall and may be lawful for any Roman Catholic Rate-payer, who may object to the establishment of any Roman Catholic School, to notify his dissent, in writing, to the Reeve of the Township or Village, or to the Chairman of the Board of Trustees of the Common Schools of the City, or Town, or Village in which he is a Rate-payer, and in which a Roman Catholic School has been, or, is about to be, established; and, thereupon, the Trustees thereof shall not possess, or exercise the power of imposing, levying, or collecting School Taxes, Rates, or Assessments upon and from such Roman Catholic Rate-payer, so long as he shall not withdraw his dissent.

VIII. It may be lawful for the Municipal Clerk of every Municipality in Upper Canada, in which any Roman Catholic School, or Schools, may be established, as aforesaid, to provide, at the requisition of the Trustees of such School, or Schools, a sufficient number of suitable columns in the Rolls of the Collectors of Taxes therein; for the purpose of indicating the Roman Catholic Rate-payers of such a City, Town, Village, Common School Section, or Union School Section, and it may be lawful for every such Collector, every year, to ascertain all such Rate-payers, and to indicate them in the said columns; and the Trustees of any Roman Catholic School, or their Agents, shall be permitted to have convenient access to such Rolls during the usual hours of public office business, for the purpose of taking copies of the names, residences and occupations of, and the amount of School Tax charged to every Roman Catholic Rate-payer, or for any other lawful purpose;

convened after the manner heretofore appointed for the establishment of a first, or new, Denominational School; and each United School Section shall be deemed to be one Section for all Denominational School purposes whatsoever.

VII. The Trustees of any Denominational School shall have the same power to impose, levy and collect School Rates, or Subscriptions, upon, and from, all persons who, being Members of the Denomination to which such School shall belong, are Rate-payers of any City, Town, or Village, Common School Section, or united School Section, in which such Denominational School shall be established, as the Trustees of Common Schools have and possess, under the provisions of the several School Acts relating to Common Schools in Upper Canada, and they shall be bound to perform all the duties, and shall be subject to all the penalties, liabilities, Rules and Regulations; and shall exercise all the powers, and enjoy all the privileges and advantages which are required of, imposed upon, exercised and enjoyed by the Trustees of Common Schools; and the Teachers of Denominational Schools shall be subject to all penalties provided against the Teachers of Common Schools.

VIII. It shall be the duty of every Municipal Clerk, of every City, Town, Village, or Township, in which any Denominational School, or Schools, shall be established, as aforesaid, to provide, at the requisition of the Trustees of such School, or Schools, a sufficient number of suitable columns in the Rolls of the Assessors and Collectors of Taxes therein, for the purpose of inserting the Religious Denomination of every Rate-payer of such City, Town, Village, Common School Section, or United School Section; and, it shall be the duty of every such Assessor, every year, to ascertain the Religious Denomination of every Rate-payer, and to fill up the whole of such columns in his Rolls correctly; and the Trustees of any Denominational School, or their Agents, shall be permitted to have convenient access to such Rolls during the usual hours of public office business, for the purpose of taking copies of the

Provided always, that nothing herein contained shall be construed to authorize any Municipality to omit imposing, levying, and collecting School Taxes upon, and from, any Roman Catholic Rate-payer, as such, to the same amount in poundage, as are imposed, levied, and collected for the support of Common Schools, upon, and from, the rest of the Rate-payers, in such Municipality.

IX. All Trustees, elected under this Act, shall remain in office until the second Wednesday in January next, after their election; on which day, in every year, at, or after the hour of ten o'clock in the forenoon, an Annual Meeting of any persons whomsoever, being Rate-payers, and whether resident in any City, Town, or Village, Common School Section, or Union School Section, or not, being Roman Catholics, shall be held for the election, for the current year, of Trustees for the Roman Catholic Schools theretofore established.

X. A majority of the Trustees of any Roman Catholic School, elected under this Act, shall have power to grant Certificates of Qualification to the Teachers, or Teachers, of the Roman Catholic School under their management; and to dispose of all School Funds of every description coming into their hands for School purposes.

XI. Every Roman Catholic School, established under this Act, shall be entitled to a share in the Fund annually granted by the Legislature of this Province for the support of Common Schools, and in all other Public Grants for School purposes, according to the average number of Pupils attending such Schools during the next twelve preceding months, which may have elapsed from the establishment of a new Roman Catholic School, as compared with the whole average number of Pupils attending School in the same City, Town, Village, or Township.

Provided, that no such School shall be entitled to any share in such Public Funds, or School Grants, unless the average number of Pupils attending the same be fifteen, or more, (periods of epidemic, or contagious diseases excepted.)

Provided also, that, if any such School shall not have been in operation for a

names, residences and occupations of, and the amount of School Tax charged to, every Rate-payer of their respective Religious Denominations, or for any other lawful purpose;

Provided always, that nothing herein contained shall be construed to authorize any Municipality to omit imposing, levying and collecting School Taxes from, and upon, any individual Rate-payer, to the same amount in Poundage as are imposed, levied and collected for the support of Common Schools, on the rest of the Rate-payers, in such Municipality.

IX. All Trustees elected under this Act shall remain in office until the second Wednesday in January next, after their election, on which day, in every year, at, or after the hour of ten o'clock in the forenoon, an Annual Meeting of any persons whomsoever, being Rate-payers, whether Proprietors, Landlords, Freeholders, Householders, Tenants, Owners, or Occupants, or any otherwise; and whether resident in any City, Town, Village, Common School Section, or United School Section, or not; being Members of the respective Religious Denominations to which the several Denominational Schools belong; shall be held for the election, for the current year, of Trustees for the Denominational Schools theretofore established.

X. A majority of the Trustees of any Denominational School elected under this Act, shall have power to grant Certificates of Qualification to the Teacher, or Teachers, of the Denominational School under their management; and to dispose of all School Funds of every description coming into their hands for School purposes.

XI. Every Denominational School established under this Act, shall be entitled to share in the Fund annually granted by the Legislature of this Province for the support of Common Schools, and in all other Public Grants for School purposes, according to the average number of Pupils attending such School during the next proceeding twelve months, or during the number of months, which may have elapsed from the establishment of the new Denominational School, as compared with the whole average number

whole year, at the time of apportionment, it shall not receive the sum to which it would have been entitled for a whole year, but only an amount proportional to the time, during which it has been kept open.

XII. The Trustees of each Roman Catholic School shall, on or before the Thirtieth day of June, and the Thirty-first day of December, in each year, transmit to the Chief Superintendent of Education in Upper Canada, a correct statement of the names of the children attending such School, together with the average attendance during the next preceding six months, or the time during which such School shall have been kept open; and the Chief Superintendent shall, thereupon, determine the proportion to which the Trustees of such School will be entitled to receive out of the Legislative Schol Grant, or other public Grant for school purposes, and shall pay over the amount thereof to such Trustees.

XIII. No person sending children to, or contributing to the support of, any Roman Catholic School, or, being a Roman Catholic, and not dissenting, as aforesaid, shall be allowed to vote at the election of any Trustee for a Common School in the City, Town, Village, or Common School Section, in which such Roman Catholic School is established.

XIV. It may be lawful for the Collectors in every Municipality in Upper Canada, in which any Roman Catholic Schools shall be established, as herebefore mentioned, to pay over to the Trustees of such Schools, or their Agents, all Taxes, Rates and Assessments imposed, levied and collected for school purposes within such Municipality, upon, and from Roman Catholics, not dissenting, as aforesaid; and all Roman Catholics whose Taxes have thus been paid over, shall be exempted from payment of any Tax, either for the support of Common Schools, or for the erection, or repairs, of Common School Houses, or for the purchase of Books for, or the support of, Common School Libraries; and the said Collectors shall, thereupon, make a correct return every year to the Municipality, of the names, residences, and occupations, of all such Rate-payers, together with the of Pupils attending School in the same City, Town, Village, or Township.

Provided that no such School shall be entitled to any share in such Public Funds, or Grants, unless the average number of Pupils attending the same be fifteen, or more, (periods of epidemic, or contagious, diseases excepted).

Provided also, that, if any such School shall not have been in operation for a whole year at the time of the apportionment, it shall not receive the sum to which it would have been entitled for a whole year, but only an amount proportional to the time during which it has been kept open.

XII. The Trustees of each Denominational School shall, on, or before, the Thirtieth day of June, and the Thirty-first day of December, in each year, transmit to the Chief Superintendent of Education for Upper Canada, a correct statement of the names of the Children attending such School, together with the average attendance during the next proceeding six months, or the time during which such School shall have been kept open; and the Chief Superintendent shall, thereupon, determine the proportion which the Trustees of such School will be entitled to receive out of the Legislative Grant, and shall pay over the amount thereof to such Trustees.

XIII. No Person sending Children to, or subscribing to the support of, any Denominational School, or, being a Member of any Religious Denomination, to which a Denominational School shall belong, shall be allowed to vote at the election of any Trustee for a Common School in the City, Town, Village, or Common School Section, in which such Denominational School is established.

XIV. It shall be the duty of the Chamberlains, Treasurers, or other Officers in charge of the Funds of the Cities, Towns, Villages, or Townships, in Upper Canada, in which any Denominational School shall be established, as hereinbefore mentioned, to pay over to the Trustees of such Schools, or their Agents, on demand, all Taxes, Rates and Assessments imposed, levied and collected for School purposes within such Cities, Towns, Villages, Common School Sections, or United School

several amounts paid over, as aforesaid; and the said Collectors shall be, and are hereby authorized, to retain, for their own use and benefit, five *per centum* of all Rates, Taxes, and Assessments, so collected by them, over and above all other Remuneration, Salary, Allowance, or percentage, which they may receive for collecting any other Rates, Taxes, or Assessments.

XV. Clergymen, who are either Incumbents, or have pastoral charge in Missions, Parishes, or other pastoral divisions, shall be, respectively, Members *ex-officio* of each Board of Trustees of Roman Catholic Schools established within such Missions, Parishes, or other pastoral divisions.

XVI. The Holidays and Vacations prescribed by the Council of Public Instruction, for the observance of Common Schools, shall not be binding upon Roman Catholic Schools; but the Trustees of every such Roman Catholic School, may prescribe the observance of such other holidays and Vacations, as they may see fit;

Provided always, That the number of school days, in any Roman Catholic School, shall not exceed one hundred and ——— days, in the first half of every year, nor one hundred and ——— days in the second half of the year.

XVII. In all Roman Catholic Schools, no Rules shall be enforced for the government, or management of such Schools, and no Books shall be introduced, or prohibited, without the approbation of the Trustees of such Roman Catholic Schools.

XVIII. In the event of any disagreement between Trustees of Roman Catholic Schools, and Local Superintendents of Common Schools, or other Municipal Authorities, the case in dispute shall be referred to the equitable arbitrement of the Chief Superintendent of Education in Upper Canada; subject, nevertheless, to appeal to the Council of Public Instruction, whose award shall be final in all cases.

Sections, upon, and from, the Members of the Religious Denominations, to which such Schools shall belong; and all persons, whose Taxes have thus been paid over, shall be exempted from the payment of any Tax, either for the support of Common Schools, or for the erection, or repairs, of, Common School Houses, or for the purchase of Books for, or the support of, Common School Libraries.

XV. Ministers, who are either Incumbents, or have pastoral charge in Missions, Parishes, or other pastoral divisions, shall be respectively, Members *ex-officio* of each Board of Trustees of their respective Denominational Schools, established within such Missions, Parishes, or other Pastoral Divisions.

XVI. The Holidays and Vacations prescribed by the Council of Public Instruction, for the observance of Common Schools, shall not be binding upon Denominational Schools; but the Trustees of every Denominational School, may prescribe the observance of such other Holidays and Vacations as they may see fit;

Provided always, that the number of School-days, in any Denominational School, shall not exceed one hundred and thirty-five days in the first half of every year, nor one hundred and twenty-five days in the second half of every year.

XVII. In all cases, where the Landlord, or Owner, of any assessable property shall be of one Religious Denomination, and the Tenant, or actual Occupant, shall be of another Religious Denomination, the Chamberlain, or other Officer, as above mentioned, shall pay the School Tax charged against such property to the Trustees of the School of the Religious Denomination to which the Tenant, or actual Occupant, shall belong. At the time of assessing such property, as it is the Tenant who virtually pays all Taxes and Rates in all cases.

XVIII. In all Denominational Schools, no Rules shall be enforced for the government, or management, of such Schools, and no Books shall be introduced, or prohibited, without the approbation of the Trustees of such Denominational Schools to whom such power exclusively belongs.

Sir John Macdonald on the Separate School Question, 1857.

In Mr. Joseph Pope's "Memoirs of the Right Honourable Sir John Alexander Macdonald, G. C. B., he thus speaks of the attitude of Sir John Macdonald on this question:—

I have already shown what was Mr. Macdonald's position in regard to the question of Separate Schools.* The following quotation from one of his Speeches delivered about this time, (1857), presents his views on the subject very clearly:—

I have called the attention of the people to the fact that the Nineteenth Section of the Common School Act of 1850 became law long long before I was in the Government at all; so that the merit of it, or the blame of it, is not with me, but rests entirely with the Baldwin-La Fontaine Administration, as it was brought in under the auspices of Mr. Baldwin particularly,—that pure and honest Man, of whom I always love to speak, though we were opposed in politics.

And, if it be asked, why we did not repeal it, I answer, in the first place, that it is one thing to give a right, or a franchise, and another thing to deprive people of it; and, in the second place, we have the indisputable evidence of a disinterested Witness, —a Man who cannot be suspected of any leaning towards Popery,—I mean the Reverend Doctor Ryerson, a Protestant Clergyman himself, at the head of the Common School System,—a person whose whole energies have been expended in the cause of Education,—who states deliberately to the people of Canada, that the Separate School Law, does not retard the progress, or the increase, of Common Schools; but that, on the contrary, it widens the basis of the Common School System.

If I thought that Separate Schools injured that System, I must say that I would vote for its repeal to-morrow. You must remember, also, that Lower Canada is decidedly a Roman Catholic Country,—that the Protestant population of Lower Canada is a small minority, and, if Protestant Schools were not allowed there, our Protestant Brethern in Lower Canada would be obliged to send their children to be educated by Roman Catholic Teachers. Now, I don't know how many Protestants, or how many Roman Catholics I may be at this moment addressing, but I say that, as a Protestant, I should not be willing to send my son to a Roman Catholic School; while I also think that a Roman Catholic should not be compelled to send his child to a Protestant one.

In Lower Canada the Teachers are generally the Roman Catholic Clergy, and, of course, it is their duty to teach what they consider the truth, and to guard their Pupils against error. Pages 170-172.

CORRESPONDENCE OF THE EDUCATION DEPARTMENT ON SEPARATE SCHOOL MATTERS.

I. Are Trustees Elected in the Wards of the City of Toronto, in which there are no Separate Schools, Lawful Trustees?

1. We, the Undersigned, have been deputed by the Board of Trustees of the Roman Catholic united Separate Schools for the City of Toronto, to obtain your official decision upon the following points.

2. For several years past the Roman Catholics of the seven Wards of this City, have elected, continuously three Trustees for each Ward, under the provisions of several Acts of the Legislature relative to Separate Schools.

3. In the year 1855, an Act was passed repealing all former Acts relating to Roman Catholic Separate Schools, and enacting new provisions, for the regulation of those Schools.

*See page 41 of the preceding Volume of this History.

4. The Seventh Section of the Taché Act of 1855, provides for the union of the Separate School Trustees of the Cities and Towns, in which Separate Schools shall have been established, into one Board.

5. At the general election for Trustees on the second Wednesday in January, 1856, the seven Wards again elected, each three Trustees and the twenty-one Trustees soon after formed themselves into a United Board, under the authority of the said Seventh Section of the Act of 1855.

6. In some of the Wards Separate Schools were built, and put into operation; but, in two of the seven, there never were any Schools built; and in two others, the Schools in operation therein were discontinued, so that now there are Schools in operation, but in only three out of the seven Wards.

7. The Trustees of the several Wards in which no Schools have ever been built, or in which, having been once in operation, have been subsequently discontinued, considered that, having been legally elected long previous to the passing of the Act of 1855, to represent those four Wards, when no limitation, or restriction, was in force, with regard to the time, after which their election should become void, as is provided in the Fifteenth Section of the Act of 1855, the said Trustees were always lawfully elected, and so continued to be so in their respective Wards, although no Schools have been built, or in operation, within their Wards. They consider that the Schools of their neighboring Wards, most conveniently situated for them, and adopted and supported by them as their Schools, were in the meaning of the former School laws, established Separate Schools in their regard; and, therefore, that the Fifteenth Section of the Separate School Ac tof 1855 cannot be made applicable to them.

8. Doubts, however, have arisen upon these points, and we, therefore, desire to be informed, whether, under the foregoing circumstances, the persons elected in January last, or who may be hereafter elected in each year, for the four Wards, in which there are not now any Schools built, or in operation, can be considered as the lawful Trustees of those four Wards respectively, and entitled to a seat at the Board of Trustees of the Roman Catholic united Separate Schools for the City of Toronto.

Toronto, April 13th, 1857. Charles Robertson, John Elmsley, Trustees.

II. Reply to the Foregoing Letter by the Chief Superintendent of Education.

I have the honor to acknowledge the receipt of your Letter of the 13th instant, and to state in reply that, the Seventh Section of the Roman Catholic Separate School Act of 1855 authorises the incorporation of the Trustees of the several Wards of a City, or Town, into one Board, and likewise to form a union of the Separate Schools in such Wards. Under this Section of the Roman Catholic Separate School Act, I think Trustees of Separate Schools in a City, or Town, are authorized to form them into one, or more, union Schools for the whole of such City, or Town, under the management of the united Board; and, therefore, that, after such union of Separate Schools, the existence of a Separate School within the limits of each Ward is not contemplated by the Separate School Act, but a union of Schools for all the Wards in the City, or Town, the same as a union of the Ward Trustees into one Board of Management.

The Fifteen Section of the Roman Catholic Separate School Act of 1855, to which you refer, makes void the election of Separate School Trustees unless a Separate School be established under their management within two months after the election of such Trustees. But the united Separate Schools are alike "under the management" of all the Trustees elected in all the Wards of the City.

Toronto, April 16th, 1857. Egerton Ryerson.

III. CAN A COMMON SCHOOL, SUPPORTED BY A GENERAL SCHOOL RATE, BE PRACTICALLY CONDUCTED AS A SEPARATE SCHOOL.

1. I take the liberty of applying to you for information on some points, which are not only of personal interest to myself, but of great importance to the Protestant inhabitants of Sandwich. I must premise that I am making no complaint, and have not, therefore, thought it necessary to communicate the contents of this Letter to any of the parties interested. Should your reply hold out any encouragement, I will hereafter do so in form, and, of course, comply with the requirements of the Law.

2. You are aware that in the School Section, which includes the Village of Sandwich, (though not, I believe, the Village itself,) the majority of Rate-payers are of the Roman Catholic faith; and the Common School of the Section has always been under their control. Not only have the Teachers invariably been Roman Catholics, but Roman Catholic Books of Instruction have been employed, Roman Catholic Prayers have been used, the Crucifix is kept upon the Teacher's Desk; and even the prizes given have been Books and Pictures identified with their distinctive doctrines. It is not to be wondered at, therefore, that, when, under the new Regulations, the Grammar School was extinguished, (there not being a sufficient number of boys who could comply with the requirements of those Regulations,) the Protestant inhabitants of the Village, to whom the Grammar School had previously supplied the place of Common School, resolved to establish a "Separate Protestant School."

3. When this was done, I requested permission from the Trustees to attend once a week in order to give Religious Instruction to the Children of the Members of my own Congregation; and, this being refused, I was obliged to stand aloof, as I cannot conscientiously support a School from which Religious teaching is avowedly and purposely excluded. My school-tax, therefore, not by any choice of mine, but by the operation of the Law, goes to the support of the Common School, which is essentially a Roman Catholic School. I mention this, not as of much importance in itself, but to account for my personal interest in the questions, which I desire to submit to you: namely whether the Roman Catholic School can really claim to be the Common School of the Section. To the Protestant Inhabitants it is a question of much importance. As a "Separate" School they are subject to several inconveniences and disadvantages; they must, each half-year, obtain the signatures of all persons who wish to support it, and they cannot unite either with the Grammar School, or another Section. The latter might now be advantageously done; and, if the former had been possible, the Grammar School would not have been extinguished, and might perhaps even now be revived.

4. Now the points respecting which I am desirous of obtaining your opinion are involved in the following facts:—

(1) The Roman Catholics have lately erected and opened a College, which is, of course, under the direction of the Priests. A large Edifice has been built, in which boarders are received, as well as a large number of Day-Scholars; and, which is the important point, they have made the Common School the Preparatory Department of this College. There is no School House, and no School-site; but the School is kept in a Room of this College; there is no Teacher but a native of France; and, I am informed on good authority, that any Pupil who wishes to pursue the most elementary studies, or even to learn the English Language, is obliged to enter the higher Classes, and pay the College fees. I am desirous of knowing whether this is a Common School, (as this, to all intents and purposes, is united with a Sectarian College?); also if a "Separate Protestant" School, from which all Religious teaching is excluded, can be so called. With a County Grammar School, is it legal to unite a Common School, as this, to all intents and purposes, is united, with a Sectarian College? For, notwithstanding the establishment of the Protestant School, it is still the Common School, and takes my School-tax, and that of all others, who either neglect, or scruple

to declare themselves, every six months, supporters of the other. Again, there are a number of Coloured Inhabitants in Sandwich, the Protestant School claims, as such, the power to exclude their Children. They have, I conceive, the right, if they choose to exercise it, (or if, as is here the case, they are too feeble to support a Separate School of their own,) to send their Children to the Common School. And is it not a grievance that this School is held within the walls of a Roman Catholic College, and that they cannot even obtain instruction for their children in the language of the Land, in which they live? Several of these People, who are now entirely without a School, have applied to me for advice, which I have felt myself quite unable to give to them.

The question therefore, to which I would respectfully solicit an answer, are those:—

1. Can a majority of the Rate-payers convert the Common School of their Section into a department of a Sectarian College, which has no connection with the Common School System?

2. Have the Trustees the power of causing all instruction of a Common School to be given in a foreign language, so as practically to exclude all those who cannot, or do not wish thus to receive it?

3. Can a School, so conducted, claim the title and privileges of the Common School of the Section?

SANDWICH, March 5th, 1857. EDWARD H. DEWAR, M.A., Rector.

IV. REPLY OF THE CHIEF SUPERINTENDENT TO THE FOREGOING LETTER.

I have the honour to acknowledge the receipt of your Letter of the 5th instant, and to state in reply, that the Common School in the Town of Sandwich, being subject to precisely the same Regulations as those which apply to every other Common School in Upper Canada, cannot lawfully charge to any Pupil, between the ages of five and twenty-one years, more than One shilling and three pence per month, and cannot lawfully refuse admission to any pupil of any colour, for whom a Separate School has not been voluntarily established, and, while the Trustees of a Common School can determine the kind of Religious Exercises to be used in such School, they cannot compel any Pupil to be present at them against the wish of the Parent, or Guardian, of such Pupil. It is for the majority of the Rate-payers and Trustees to determine where the Common School shall be held; but should the Trustees violate the right of any Parent in any of the above particulars, he can sue them and recover damages, as has been done in several instances, and according to the decisions of the highest Courts. The provisions of the School Law and the Regulations, made under its authority, show what are the powers and obligations of Trustees of Common Schools, and the rights of Parents and Pupils in respect to them.

2. As to the Separate Protestant School, such restrictions, as you seem to imagine do not exist. Protestant Separate Schools are not established under, what is called, the Separate School Act, which applies exclusively to Roman Catholics, but according to the provisions of the Nineteenth Section of the School Act of 1850, and the Fourth Section of the Supplementary School Act of 1853. It will be seen that all persons, who apply for a Separate School must be included by the Township Council in the Separate School Section, although they may be residents of two, or three, Common School Sections. It is true, that the Roman Catholic Separate School Act of 1855 determines the boundaries of the Separate School Section by those of the Common School Section, within the limits of which, the Separate School is established; but this is not the case with a Protestant Separate School Section.

3. Neither French nor English, is regarded as a "foreign" language by law in Canada, although each may be foreign to a portion of the inhabitants; and the language of the School must be determined by the Trustees. There are many School Sections, in which there are both French and Germans, who have to pay School Rates, but who cannot speak the language of the School, which is conducted in English. In your School Section the reverse happens to be the case.

4. In respect to Religious Instruction, you will observe by the Fourteenth Section of the School Act of 1850, and the Regulations founded upon it, that it is not the Clergyman, but each Parent, that determines the kind of Religious Instruction that shall be given to his child, and makes arrangement for it.

5. By my last Annual School Report, you will see that I quite agree with you that arrangements should be made by which each Clergyman may instruct pupils of his own Church, but not so as to interfere with the regular exercises of School nor so as to involve the principle of compulsory Religious Instruction.*

TORONTO, 10th of March, 1857. EGERTON RYERSON.

V. OBJECTION TO THE READING OF THE AUTHORIZED VERSION OF THE BIBLE IN SCHOOLS.

1. I have the honour to send you a Notice addressed by the Parents of the Catholic Children attending the Common Schools of Queenston to the Trustees of that School in order to obtain the discontinuance of the reading of, and the commenting on, the Protestant Bible before Catholic Children, and also the Letter of the Local Superintendent on that subject.

2. It is more than one month since information was given to the School Master, to the Trustees and to the Local Superintendent, that the Parents of the Catholic Children attending the Queenston Common School objected to the reading of the Protestant Bible before their Children.

3. The School Master seemed to know this point of the Law, but had not the impartiality, nor the courage to see it observed.

4. The Trustees, ignorant of the law, failed in their duty to take the Notice into consideration, and expressed their determination to prefer their own private religious views to the law.

5. The Local School Superintendent took the notice, and brought it to the consideration of the Trustees, but got no compliance with the law.

6. The Trustees say that the Notice received by them was not in accordance with the wishes of some of the Roman Catholic Parents. The truth is that one of the Catholic Parents did not wish to sign the Notice, for fear of being persecuted by his Protestant neighbours, but his wishes were in perfect accordance with the Notice signed by other Parents of Catholic Children.

7. Therefore, we call upon you to give us justice in this case, according to the School Law and your own Regulations, and we hope that you will not allow the Queenston School Authorities to continue any longer to give the lie to your printed assertions that "the religious convictions of all classes are equally protected" and that "no charge of partiality has ever been substantiated."

C. WARDY.

ENCLOSURE 1. *Notice to the Trustees of the Common School, Queenston.*

We the Undersigned, Parents of Catholic Children attending the Common School in this Village, hereby give you notice that we object to the reading of the Protestant Bible, in the above School, either with, or without comment, and to require you to give such instructions as you may think necessary, to your School Teacher, with a view of carrying out our wishes and to prevent any interference of a sectarian character. This request is in accordance with the Fourteenth Section of the Common School Act of 1850, and Fifth Section of the School Act of 1853.

QUEENSTON, February 2nd, 1857. JOHN DONOVAN, JOHN CLANCY.
MARTIN GILLAN, MICHAEL GARVIN.

*See pages 294-298 of the Eleventh Volume of this Documentary History.

ENCLOSURE 2. *From the Local School Superintendent.*

In conversation with a part of the Trustees of the Queenston School, I learned that they are willing to discontinue requiring the Catholic Children be present at the reading of the Protestant Bible, by a written personal request from the parents. You had better make your statements to the Chief Superintendent, Doctor Egerton Ryerson, Education Office Toronto, as he will more clearly explain the law to them than I can possible do.

ST. DAVIDS, February 23rd, 1857. JOHN GIBSON, Local Superintendent.

VI. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of the 6th instant, and to state in reply, that the School Law makes Trustees the judges as to whether they will have Religious Exercises in the Schools, and whether those Exercises shall consist of reading the Bible, or having Catholic Instruction, or Prayers. It is not, therefore, for any party to control the Trustees in this respect, but the School Law requires that no children shall be required to be present at such Exercises against the wishes of their Parents. This wish does not seem to have been expressed in the Notice, of which you have enclosed me a copy,—(although it may be inferred from it), but it is simply an objection against any such Exercises at all in the School.

This very day, in an appeal from certain Protestants in a School Section, the Trustees and a majority of the Ratepayers, in which are Roman Catholics, I have decided that the Trustees had the right to have Catholic Prayers and Books, but had not the right to compel Protestant children to attend them, against their Parents' wish.

You do not say whether the Queenston Trustees require the attendance of Roman Catholic children, when the Protestant Bible is read. Should any such unlawful compulsion be attempted, in regard to Roman Catholic children, I would, on being made aware of it, take steps to prevent any public money from being paid in aid of the School.

TORONTO, 10th of March, 1857. EGERTON RYERSON.

VII. CAN A PERSON TEACH WHO REJECTS THE INSPIRATION OF THE HOLY SCRIPTURES?

In a Letter from the Reverend S. B. Ardagh, M.A., Local Superintendent of Schools of Innisfil, writing on School Matters to the Chief Superintendent asks:

"Whether a School Master can qualify, or is eligible to teach a Common School who rejects the Inspiration of the Holy Scriptures?"

To this question the Chief Superintendent replied as follows:—

The question which you propose is not so easy to answer [as the preceding one on an ordinary School matter]. You know that the doctrine of the Inspiration of the Holy Scriptures is held in very different senses by those who all acknowledge the Divine authority of the Scriptures some holding a verbal inspiration, others the inspiration of thought only; others again, holding still lower, and more vague views on the subject. A man, who rejects the Divine authority of the Holy Scriptures, is, I think, disqualified from teaching, as he would be from taking an oath in a Court of Law. The words of the School Law are: "That no Certificate of Qualification shall be given to any person who shall not furnish satisfactory proof of good moral character." But the exact extent of the connection between theoretical principles and the moral character of a Candidate must depend, in the View of a County Board, on the circumstances of each case.

TORONTO, January 1st, 1847. EGERTON RYERSON.

CHAPTER XVIII.

SUBSIDIARY AID TO THE SEPARATE SCHOOL AGITATION OF 1857.

The Separate School Agitation, which originated with Bishop de Charbonnel in 1852, led to a good deal of Correspondence in the Newspapers of the day on the merits pro and con, of the Upper Canada School System. Some of the Letters which appeared in the Newspapers were afterwards reprinted in pamphlet form. The following is a list of these pamphlets, with the dates at which they were published:

1. The Question of Separate Schools, discussed in a series of Twelve Letters and other Articles that appeared in the *Toronto Mirror* and Montreal *True Witness*, in consequence of the Publication [by Order of the House of Assembly] of the Correspondence between His Lordship the Right Reverend Doctor De Charbonnel, Bishop of Toronto and the Reverend Doctor Ryerson, Chief Superintendent of Schools for Upper Canada, with some strictures on a Letter, signed "Peter Prayer" published in the Toronto *Globe*. 40 pages. Toronto, March, 1853.

(NOTE. This Pamphlet was published anonymously)

2. Seven Letters on the Non-religious Common School System of Canada and the United States. By Adam Townley, Presbyter of the Diocese of Toronto. 55 pages. July, 1853.

3. The Common School System [of Upper Canada]. Its Principles, Operation and Results, (in four Chapters). By Angus Dallas. 36 pages. Toronto, 1855.

4. Statistics of the Common Schools [of Upper Canada]: Being a Digest and Comparison of the Evidence furnished by the Local Superintendents and the Chief Superintendent of Schools in their Reports for 1855; with Suggestions on the Organization of a System of Common Schools, adapted to the Circumstances, and state of Society in Canada; in a Series of (seven, also three other) Letters, addressed to the Honourable John A. Macdonald, Attorney General, etcetera. By A Protestant, 88 Pages, Toronto, 1857.

(NOTE. The Letters in this Pamphlet were written by Mr. Angus Dallas, as stated on pages 3 and 31 of another Pamphlet written by him, and published in 1858.)

5. Doctor Ryerson's Letters in Reply to the Attacks of Foreign Ecclesiastics against the Schools and Municipalities of Upper Canada, including the Letters of Bishop de Charbonnel, (the Reverend), Mr. Bruyère and Bishop Pinsoneault. 104 Pages. Toronto, 1857.

(NOTE. This Pamphlet contains six Letters by Bishop de Charbonnel, four Letters by the Reverend J. M. Bruyère, one Letter by Bishop Pinsoneault, and eight Letters by Doctor Ryerson; also a separate reference to Bishop Power. In the Preface it is stated that the Pamphlet is issued without the knowledge, or consent, of the Writers of the Letters).

6. Appeal on the Common School Law [of Upper Canada]; its Incongruity and Maladministration. Setting forth the Necessity of a Minister of Public Instruction, Responsible to Parliament. To His Excellency Sir Edmund Walker Head, Baronet, Governor General of Canada, etcetera. By Angus Dallas. *O magna vis veritatis, quæ contra hominum ingenia calliditatem solertiam contraque omnium insidias, facile se per seipsam defendat.*" 32 Pages. Toronto, 1858.

On examining the Pamphlets, it will be found that numbers One, Two, Three, Four and Six abound in unfriendly criticism on the Schools and School System generally, and also on the Normal School, which, on page 9 of the Sixth Pamphlet, is characterized as an "Expensive Fraud."

It is also stated that the "official statistics are not reliable," and that practically the remarks of the Local Superintendents on the Schools are condemnatory of them. In point of fact the Writers of the Pamphlets,—those of the Reverend Adam Townley and of Mr. Angus Dallas,—seek to confirm the hostile statements of the supporters of the Separate Schools and to endorse their criticisms generally. Thus had the Separate School agitation of the day been strengthened, and it thus received both "aid and comfort" from unexpected quarters.

In order to justify his strong denunciation of "things as they are" in our School System Mr. Dallas, in a series of three Letters to the Honourable Sir John Macdonald, makes a number of suggestions with a view to remedy defects and to provide for "a system of Schools better adapted, (as he says), to the circumstances and state of Society in Canada." I have selected the first Letter of the Series for insertion in this Volume, as it embodies the leading features of his scheme, and, practically, embodies the substance of his suggestions. The second and third Letters of the series may be regarded as amplifications of the first Letter, and as dealing with details. The following is a copy of this First Letter of Mr. Dallas:—

Suggestions on the Organization of a System of Common Schools, Adapted to the Circumstances and State of Society in Canada, By Angus Dallas.

1. For the same reason as that stated in my [preceding Seven] Letters, [on the Common Schools of Upper Canada] I again have the honour of addressing you on the subject of Common School Education. In that series of Letters I undertook to show that the System in Western Canada is constructed on a false basis, and is, therefore, deficient; and, to a majority of the People, unsatisfactory and repulsive. I now propose to submit what I consider ought to form the governing principles of a Provincial System, the conditions to be observed in the organization, and the means to be employed for its permanent stability.

2. The duty of the Government to promote and control Public Education rests on two assignable grounds; first, the necessity of accompanying the progress of national civilization by moral and humanizing agencies; and second, the inadequacy of voluntary efforts to perform this office. Experience has demonstrated that the higher Seminaries of Learnings, no less than the lower, when left to depend on their own unaided means of support, have uniformly diminished in number, and, thereby, become limited in the range of their usefulness. In the lower walks of life this is conspicuously manifested by the number of persons recorded, in the census reports, as unable to read, and the much greater number unable to write. But while it is the duty of Government to provide facilities for humanizing the progress of national civilization both in the higher and lower Systems of Education of the people, the obligation is rendered the more imperative in reference to the inferior class of Schools, by reason that the circumstances of Parents, dependent for their subsistence on arduous bodily labour and the bringing up of large families on uncertain and precarious means, often necessarily constrain them to neglect parental duties, of whose obligation they are in most cases too painfully conscious.

3. Public Education being, thus, a State necessity, an important duty is imposed on Government to provide, not only means, but to exert its best energies to see that the means are of the right kind, that they are calculated to accomplish the object for which Public Schools are instituted, and that they are capable of a general application to all sections of the Country, and of a general acceptance by all sections of the people. The requisite in a public and national system is, that it corresponds, and is in harmony, with the form of Government, the Political Institutions and Religious feelings of the Community for whom it is constituted. It is evident, if, in modeling a School System, these active and controlling elements of society are disregarded, or not allowed their full scope, that perpetual jarring and discordance of the parts will be experienced in all attempts to reduce it to practice. At the close of the French Revolutionary War, in 1815, when Belgium became united with Holland, forming the Kingdom of the Netherlands, steps were immediately adopted by the Government of Holland to impose the Calvinistic Dutch School System on the Catholic population of Belgium. The contest which ensued, and the manly resistance offered by the Catholics, during the twenty-nine years of this persistent, long and fruitless attempt of one of the worst examples of Protestant intolerance, only ended with the expulsion of the Nassau dynasty from Belgium in 1830; when, under the new constitutional Monarchy then formed, freedom of instruction of creeds and of all Religious Communions was established with constitutional guarantees; and, since which date, Belgium has taken its place among the best educational nations in Europe. No greater error can be committed, by a Government, than to suppose that it can do violence to the settled convictions of a large section of the people without entailing prejudicial results that reflect, to, at least, an equal extent, in some other way, on the public interests; and no stronger proof of legislative incapacity can be evinced than the grafting of a dominant and irresponsible Department of the public service on a free constitution, every other Department of which is constructed on the principle of responsibility to the popular electoral voice.

4. The present aspect of educational affairs, in this Province, betokens an approaching crisis, which seems destined to completely revolutionize the whole fabric of Public Education. Not alone the Common School Department, but also the Collegiate; for the same dominant influence which has afflicted the one has been engaged as steadily to undermine the other. The sentiment at present gaining ground in the Canadian mind is, that Common Schools, Grammar Schools and Colleges, should be released from unnecessary restraint, and should be subject to Government interference no further than is necessary to ascertain the observance of the conditions on which public aid is granted. The affiliation of Religious, Denominational, Colleges, with a spurious and non-religious University, is apparently as repulsive, and as great a piece of Gothamite patchwork, as either the junction of Grammar and Common Schools, under the conjoined management of Grammar and Common School Boards of Trustees, or an infidel and republican Common School System, which Religious people in this British Province are compelled by law to uphold. With the process of School tinkering which has been going on for several years, and which has been visited on all sides by ridicule and contempt, the public mind seems to be at last surfeited, and we now appear to be on the eve of some great change for which public opinion is fully prepared. In view of this critical stage of our educational history, it may not be out of place to take a glance at the materials with which the Government will have to deal, at the object which is sought to keep steadily in view, and the machinery best fitted, as well for the work to be accomplished as to insure general satisfaction.

5. As to the object of Public Elementary Schools, with which I am at present more immediately concerned, it is the promotion of moral and industrial habits among the great mass of the labouring population, care will be required to adjust the means to be employed, so that they shall exactly serve that specific object; and equal care will be necessary to guard against misapplication of these same means, through misappre-

hension of what is, or is not, conducive to the desired end. Above all things the Common School must be regarded as an instrument, through which the State aims at the prevention of ignorance and poverty, and their reflex consequences on the interests and well being of the State itself. The contrary mistaken notion, to which I have formerly adverted, prevalent in America, that the duty of the State is to educate all for the purpose of making enlightened Citizens, and that every Child born into the world is entitled to an education, and has a claim for a free education at the expense of the State, has been prolific, as we have seen, of the worst effects here, as well as in the United States. The erroneous notions produced, by a false system, on the rising generation, have operated to corrupt the minds of young men, the sons of Farmers, and others, and to seduce them from following the professions of their Parents, to seek, what they esteem genteel employment in Towns and Cities. Since the present System has been in existence, the scarcity of agricultural labourers has gradually become more and more a subject of complaint, while the influx of young men to Commercial, Railroad and other pursuits is a sad commentary on the universal system of education, which Lord Elgin told the people of Glasgow was "elevating our intellectual standard to an elevation never before attained by any Community." I was told last week by a person, who, seeing an advertisement of employment for about a month, to make up accounts, applied for the situation, that, in the space of about three hours from the appearance of the newspaper notice, upwards of seventy applications has been made. Some time before, I had a Letter from a young man in the Country soliciting my intercession to procure him a situation on one of the Railways, and was about to apply to one of the Directors of the Grand Trunk Railway Company, for that purpose, when an editorial of the *Leader* Newspaper made the announcement that over four hundred applications of a similar nature were then in the hands of the Directors. Is such a circumstances to be looked upon with unconcern? Is it not an indication of a dreadful social distemper, whose visible effects remain yet to be developed? Yet this is the unavoidable result of our present Normal School management. The young men who have attended six months at that Institution and leave it with Certificates of Qualification to teach, go forth into the Country with the most mistaken estimate of their own importance. They open Schools wherever accident places them, and, by teaching and familiar intercourse combined, with the example of nomadic habits, for they seldom remain longer than twelve months in one place, they soon contaminate the minds of the older Pupils, and also of young men who may reside in the neighborhood, by their doctrines of enlightened citizenship; and, thus, these Pupils soon begin to learn to disdain honest labour. Herein we see that the very evil, against the existence of which, the Government of Europe strive most energetically to provide, and have studiously framed their Normal School Regulations so as most effectually to prevent, is, with us, encouraged and fostered by direct Legislative sanction. The instruments through which our Canadian Normal School operates to perpetuate this wide spread evil are not alone the young Teachers who carry Certificates, but all those besides who have had their industrial habits corrupted by the discipline of that Institution, while within its walls; also the three thousand and more promiscuous Teachers scattered over the Province, who imbibe the doctrines of enlightened citizenship through the insidious poison contained in the Upper Canada *Journal of Education* and the Annual Report. Here, on the contrary, as in Europe, the great aim of Government, in establishing elementary Public Schools, should be the preservation of the natural and normal relations of society. * *

6. Having defined the object to be kept steadily in view, while preparing a new law for the organization and management of Public Elementary Schools, I now pass on to the consideration of the means by which that object is to be attained. And the first consideration is, the nature and composition of the governing bodies. In this, as in the former case, we must submit to be guided by experience. In Europe, under all the different forms of political government, we find that, uniformly, and without exception, the government of the Elementary Common Schools is placed, both theoretically and practically, in the hands of the General Governments, the Municipalities and

the Clergy. These are the three governing bodies. The general Government makes the law, and administers it, in so far as it has a general bearing on the appropriation of the General School Fund, and the character and quantity of Religious and Secular Instruction prescribed by law. The Municipalities have complete control over all the Schools within their respective jurisdictions, in local assessments, the erection and management of School Houses, the selection of Teachers and the appointment of Local Superintendents. The Clergy do not occupy the same distinctive sphere of a united authority, such as a General, or Municipal, Government, and, therefore, have not, like them, an independent action. They are, however, recognized by the law as the Guardians and exponents of Religion and public morality, and, by virtue of this recognition, they co-operate with the General and Municipal Governments to protect and supervise the Religious character of the Schools and of the Teachers.

7. However desirable it may be to follow the successful experience of other Countries in working out the details, still there are diversities of circumstances which require a suitable modification of the arrangements existing in these Countries. Among the greatest of these diversities is the independent tone of sentiment, which characterizes equally all classes of people in Canada, as well as the population of America. There is in this Country no peasant class. And it is equally exempt from the opposite extreme of aristrocratic wealth, influence and dominancy. Therefore, from the difference in the nature of society, arrangements that would suit the remains of feudal manners and associations in the old world, would be badly adapted to the large amount of freedom which we enjoy. These, and similar considerations, mark the propriety of leaving education perfectly free and unfettered, and of limiting Government and Municipal intereference and control simply to the furnishing of facilities by which the people can organize Schools to suit their various tastes. Now, notwithstanding that it is the duty of the Government to provide and regulate Elementary Education, it would perform that duty very imperfectly if it did not make the choice of the means most likely to answer the purpose. And that purpose cannot be said to be properly answered, unless the whole of the Children of School age are reported on the School Roll. Nothing is more easy than to declare the School in a Section free, under a mistaken apprehension that it will tempt Parents to send their Children to it; and yet to find that not one third of the Children attend it. Or, School Districts may be so divided, as to defeat the object for which the division is made, because it is not judiciously made, and is not in accordance with the wishes of many Parents who are effected by it. Our experience is conclusive, that the dissensions, as reported by the Local Superintendents, arising from so many different causes, may be all traced to that most absurd principle of the present Common School Law, which prescribes uniformity in the mode of organizing and managing the Schools. The School Law is positive on points which should be left to the discretion of Municipalities: The Trustees enforce it simply because it is the law; and a state of disruption ensues, which continues from one year to another without intermission. All these consequences are produced by the Government taking upon itself to do, and authorizing the local School Authorities also to do, what could be better done by the people themselves, if left to their own free action. While, therefore, the control of the Government and of Municipal Corporations should be confined to what cannot be done by voluntary associations, in all other respects the greatest latitude and freest scope should characterize the provisions of a general School Law.

8. There is one other point which requires to be noticed in these preliminary considerations, before proceeding to the practical details, or what may more properly be termed the mechanism of the system.—That is, the nature and extent of the Religious element. As public morality rests as much on the influence of ecclesiastical authority, as on the teaching of the Scriptures, it becomes a concern of the first importance that the Clergy of all Denominations should participate in the work of education. Indeed, without this participation, it is not possible that any system can ever become popular.

Now, how is the co-operation of the Clergy to be secured? Only in one way, and on one specific condition: namely, that what is truly and properly Religion shall be taught in such a manner as each Clergyman, or each Denomination, choose to prescribe. Anything short of this, notwithstanding that it might chime in with the notions of a certain class of extemporized Preachers, will never meet with the acquiescence of the great Ecclesiastical Corporations, or the Congregations over which they preside. In the arrangement of the Religious element, we will be quite safe to follow the example of the European Elementary Schools, and make the Religious Denominational character of each School conform to the Denominational peculiarities of the Parents, whose Children are to be educated therein. There are somethings that adjust themselves in accordance with natural laws, without any extraordinary effort of the mind to discern the adaptation. Such is the arrangement that Government should appoint the District Inspectors, because they are responsible for the performance of their duties to Government only. Or for a similar reason, that the Local Superintendents should be appointed by the Municipal Corporations. And so it is with the Religious Instruction given in the School, that it should correspond with the Religious belief of the Parents whose Children are educated there. If the differences of Religious Creed, in the same School Section, is assumed as an objection,—then enlarge the Section, or make the School divisions dependent on the voluntary Denominational combinations of the different Religious Bodies, so that each School shall have a specific Religious character; which is the best guarantee, indeed the only guarantee, that the Clergy and congregations, connected with them, will become collectively and personally interested in its prosperity.

9. With Protestant, Catholic, Jewish, or other distinctions, the Government can have no concern. Its duty, in pursuance of the object to be served, is to secure for the Children of the humbler classes a Religious and secular education, in the only way, and by the only means that is possible to secure it, namely by making it acceptable; and, notwithstanding, that we are a Christian people, and all our laws are based on Christianity, still, if there are those among us who, from conscientious beliefs, profess any other than the Christian Religion, they are entitled to the same educational privileges, on the ground of state policy, if on no other; for it ought to be the maxim of our Government, as it is of the older and, therefore, more experienced Governments of the Old World, that it is better to encourage Judaism than indifference, better for Children to be brought up under some species of ecclesiastical control, even though not Christian, than that they should be allowed to go forth into society, destitute of all moral restraint.

* * *

TORONTO, 24th March, 1857. A PROTESTANT.—(ANGUS DALLAS.)

CHAPTER XIX.

PROCEEDINGS OF MUNICIPAL AND SCHOOL CORPORATIONS, 1857.

I. UNITED COUNTIES OF YORK AND PEEL, 1857.

First Report of the Committee on Education on the various matters referred to it.

1. The Standing Committee on Education, to whom were referred the various Documents and Communications relating thereto, beg leave to report that they have received and duly considered the matters referred to it. * * *

3. Your Committee cannot close this Report without expressing their decided opinion in favour of one uniform System of Non-sectarian Education, free to all, without distinction,—the moral, civil and political welfare of the whole people demand such.—Experience, as well as reason, teaches us, that the rights and liberties of the people are best secured by a general and systematic diffusion of sound and useful knowledge, which, in the opinion of your Committee, can only be secured in this Country on a Non-sectarian basis.

4. Your Committee would strongly urge on your Council the necessity of renewed and increasing exertions, to secure this great boon, confident that by adopting such a course, you will not only be complying with the views and desires of the greater portion of the inhabitants of Western Canada, but will be securing to the present and future generations, one of the greatest blessings that the world can bestow.

5. Your Committee would, therefore, respectively recommend your Council to petition the Legislature for the repeal of all legal provisions for the establishment and support of Separate Sectarian Schools. All of which is respectfully submitted.*

TORONTO, 4th February, 1857. WILLIAM TYRRELL, Chairman.

Second Report of the Standing Committee on Education on the various matters referred.

1. The Standing Committee on Education, to whom were referred several Communications and Petitions, beg leave to report,—videlicet:

2. In reference to the Petition of Mr. William Flummerfelt, and fifty-five others, praying that a Grammar School may be established in the Village of Markham, your Committee have conferred with the Deputy Superintendent of Education on this matter, and cannot recommend the establishment of it to take effect immediately, but have prepared a Bill, which they hereby submit, to grant the prayer of the Petition, so far as to take effect from the first day of January next, should the Grammar School Funds at that time admit of such establishment.

3. In reference to the apportionment of the Legislative School Grant for the present year, your Committee are pleased to find that it exceeds that of former years; and they recommend an equal amount, as prescribed by law, to be levied for the present year.

4. Without at all detracting from the credit due to our Public School System, your Committee feel that experience teaches the necessity of some modification in the instrumentality employed in its operation in these Counties. The plan adopted, within the last few years, of reducing the limits of all the School Superintendents to single Townships has not, in the opinion of your Committee, so many advantages as that formerly, to some extent employed, of appointing Circuit Superintendents, with a jurisdiction embracing as many Schools as would afford constant employment. Many objections to the later modern system have forced themselves upon the attention of your Committee, which must, in their very nature, continue with a continuation of the system. Less conformity in the management of Schools, and in the discharge of every duty pertaining to the office of School Superintendent, will, necessarily, be attained. In most instances the office is held as secondary to some other calling pursued by the incumbent, and, as a consequence, its duties are only attended to at intervals,—snatched, with difficulty, from more pressing claims. The imperfect state of the School Returns made by many Local Superintendents, your Committee believe, may be, to a great extent, chargeable to this defect in our practice. For remedy, your Committee respectfully, yet earnestly, recommend that in future the Counties be divided into two, or, at most, three, School Circuits. That a Local Superintendent, well qualified for the office, be appointed, with such a salary as will compensate him for his whole time, which should be devoted exclusively to the duties of his office.

5. Your Committee also recommend that steps be taken to secure, through the agency of the Township Assessors, more reliable returns of the School population of their respective Townships. This object may be readily attained by requiring the Assessors to place, in an extra column of their Rolls, the number of Children of school age residents, and in each family. All which is, nevertheless, respectfully submitted.

TORONTO, June 13th, 1857. WILLIAM TYRRELL, Chairman.

*The Council did petition the Legislature on this subject, and the Petition is printed on page 77 of this Volume.

2. Condition of Schools in the County of Elgin, 1857.

The Local Superintendent of the County of Elgin thus reports, in a most interesting manner to Doctor Ryerson, his first experience of the condition of Schools in that County:—

1. This being my first year's acquaintance with the state of the Common Schools in the Townships of Aldborough, Dunwich and Southwold, I cannot pronounce upon the extent of their progress, as compared with that of past years; my remarks will, therefore, have exclusive reference to the indications, they exhibit during the period of my official connection with them.

2. *School Sections.*—Among the evils arising out of small School Sections are, that the School-houses are uncomfortable and unhealthy, as well as unsuitable in their internal arrangements and almost repulsive, in their external appearance; heavy taxation in the smaller Sections; contention and strife at each recurring School Meeting. The season of youth, which the best adapted to the acquisition of knowledge and the formation of a character calculated for usefulness and success in the business of after life, is passing away without improvement.—These things forced themselves upon my notice at an early period of the year. By addressing Communications upon the subject to the Municipal Councils, and by attracting the attention of the people to it, in my public School Lectures, I succeeded, before the close of the year, in obtaining a rearrangement of the boundaries of all the Sections in the Townships of Aldborough and Dunwich,—and arrangement, by which they were made to embrace, on an average, Five thousand acres in the old Settlements, and a still larger area in the more recently settled, and poorer, parts of the Township. The result of this work is already seen in the vigour and alacrity, with which the people have gone into the work of improvement. In six of the newly arranged Sections, School-houses of a superior character are already under contract, and more School Sections will speadily follow the example thus set them. I trust to be able to follow up this good work in the Township of Southwold during the present year.

3. It is only when the Rate-payers of a Section feel that their boundaries are permanently established, and their strength quite adequate to the support of a good School for the entire year, that they can be expected to go forward in peace and harmony, cheerfully expending their money in the erection and improvement of good School-houses, and all other things connected therewith. In thus enlarging the Sections, the distance from the School house, in some instances, is increased; but, I am far from regarding that as an evil. I believe the experience of most Teachers will concur in the statement that Pupils who travel over the greatest distance, are most punctual and regular in their attendance at School, and most diligent while there. The Parent would also think little of distance, and extend less sympathy to the Child, on account of it, if he knew that when once in the School Room, he was comfortable in his body, and in a fair way of improving his mind,—a state of things which seldom obtains elsewhere than in large School Sections.

4. *Teachers and their Schools.*—The Teachers are uniformly possessed of a moral Character of a high tone; with three exceptions. They are diligent in the discharge of duty,—often soliciting advice on matters of Discipline and Methods of Instruction. They all teach upon the intellectual system,—regarding the youngest Pupil as a being endowed not merely with memory to commit and retain names; but with perceptive faculties to acquire knowledge; judgment, to compare and reason; passions to be restrained; affections to be properly directed, and a conscience to be strengthened and set in authority. In government, the Teacher's magisterial reserve and austerity of other days are fast giving place to kindness and affection;—and, in the duty of instructing, they aim rather to interest and to lead than to task and drive; and, by suitable illustration, and frequent questioning, to give to the Pupil a thorough understanding of the

subject of study, rather than to insist upon a precise, technical, and wordy recitation. While I noticed that these principles were recognized in the operations of every School that I entered in the West Riding, yet I must observe that there is a great difference in the ability with which, in different Schools, they are put into practice, and consequently there is a proportion of difference in the fruit which they bear.

5. Analizing the Schools in operation for the past year, with reference to the character of the teaching; and judging that the best which aims, by active vigorous exercises, to train and develop the intellectual powers,— find that two might rank as very good; ten as good; fourteen as middling; and the remainder inferior.

6. In May, 1854, I addressed a Circular to the Teachers of the County on the subject of their meeting in Council,which resulted in the formation of "The County of Elgin Teachers' Association." Since its organization, it has held its Meeting in St. Thomas, three and four times a year. These were attended by Teachers and Trustees from all parts of the County. The object of the Association is, by mutual and self-dependent effort, to elevate Teachers to their proper status in society; to advance their literary qualifications; to verse them in the science, and to improve them in the art, of teaching. The agencies employed for this purpose are; *First*: The Meetings of the Association,— at which Lectures are delivered, and at which methods of teaching the several branches of Common School Instruction are explained, and illustrated by the most approved School Apparatus; *Second*: A Library of upwards of Two hundred volumes of select and standard Works, on every branch mentioned in the Programme for the Examination of "First Class Teachers," which makes it emphatically a Teachers' Library; and *Third*: A Museum, comprising Models of School Furniture, and specimens of School Diagrams and Apparatus. These serve the double purpose of illustrating methods of Teaching, etcetera, while the Association is in Session,— thus sending away the Teachers present, acquainted with the advantages of such appliances, and impressed with their importance, as a means of communicating instruction to the young in an agreeable and interesting manner; and, they also afford to Teachers and Trustees, an excellant opportunity of determining on a suitable selection of such things for their Schools. As the chief aim of this part of the machinery of the Association is the speedy introduction of Maps, Diagrams and Apparatus for sale at the Educational Depository, it is specimens from it of such articles that chiefly comprise their stock. The number is yet few, but it is purposed to add to them, as the means of the Association will allow. I have been an eye witness to the proceedings of the Association since its commencement. The exercises have, in every instance, been well chosen, and, in most cases, well executed. Each Meeting adds to the list of the Membership, and to the happy and elevating influence which it has, and is exerting, upon the Common Schools of the County. I think it is to be regretted that so noble and well sustained an effort on the part of the Teachers could not be aided under the present Regulations of the Council of Public Institution, and that the Association, in its purchases at the Education Office, cannot even be placed upon the same footing as School Corporations and Municipalities.

7. *The County Board of Public Instruction.*—The Members of the County Board have discharged the duties devolving upon them, under the School Act, with a faithfulness and diligence that is in the highest degree praiseworthy,—requiring from Candidates as they do, undoubted testimony of habits of sobriety, good character, and a competent knowledge of the Branches mentioned in the Programme of Examinations, before issuing Certificates in their favour, and, contrary to general expectations, the stricter the Examinations, and the higher the standard insisted upon, the greater the number of Candidates that appear for honours. At the last Meeting of the Board, Forty eight Candidates enrolled their names for examination,—a sufficient number to supply one half of the number of Schools in the County.

8. *The School Houses.*—The state of a large majority of those Buildings that should be the pride, the ornament and the crowning glory, of each neighborhood, is a source

of humiliating reflection to all connected with the work of advancing the interests of Common Schools. Of the School Houses of the West Riding, twelve may be said to be good,—being frame, tolerably well finished, with Seats and Desks made and arranged for the comfort and convenience of the Pupils; six are barely comfortable; and the remainder are totally unfit for the purposes for which they have been built.

9. *The Clergy Reserve Fund.*—To the propriety of devoting the Clergy Reserve Monies to the support of Common Schools, I attracted the attention of the People in my School Lectures, and of the Municipal Councils of the Townships of Aldborough and Dunwich in Communications addressed to the Reeves. The Council of Aldborough gave Five Pounds, (£5), to each Trustee Corporation for the purchase of Maps and Apparatus for the use of their School, out of these monies, and I have reason to believe that the remainder will be disposed of in a similar manner. Of their share, the Council of Dunwich have set apart Fifty pounds, (£50), for the establishment of Ward Public Libraries; and, at a Special School Meeting, held in the majority of School Sections in the Township, Resolutions were passed, strongly recommending the Council to apply the whole of the Fund for encouraging the erection of a better class of School Buildings, or for other School purposes. I have been informed that the application of these monies were made a test question at the Municipal elections in January; and that all the Candidates pledged themselves to devote all sums to the Township from that source, to the establishment of Public Libraries, and to the encouragement of Common School Education. The magnificent sum of nearly Fourteen hundred pounds, (£1,400), the amount received by the Township of Southwold, was not so applied, but was devoted to reduce the Taxes of the Municipality.

10. *Public Libraries.*—All the Public and School Section Libraries established, by purchases at the Educational Depository, have the Books covered, labelled and numbered; but, the portion of the Library Regulations, referring to the lending of Books are not in every instance strictly enforced. I could not obtain satisfactory information as to the extent to which the Books are circulated and read; but, in the immediate neighborhood of the Libraries, there is quite a demand for them—the advanced Pupils of the Common Schools forming by far the greater number of readers. In their Examinations, the Pupils were more ready with practical information, beyond the Lessons of their Text-Books; and, generally, evinced a greater degree of intelligence than Children less favourably situated, with respect to Library advantages. Much of the happy influence which this noble feature of our School System is exerting, not only on the rising generation, but on the community at large, is not subject to the direct observation of the most vigilant School Officer, nor is its extent easily estimated. The many families, whose hearths are made attractive, whose long Winter evenings are rendered pleasant and instructive, whose tastes are elevated and refined, whose range of thought is enlarged; and whose acquaintance with Literature and Science is promoted, by the perusal of the sound and wholesome literature of our Public Libraries, are things of which a Local Superintendent can only get occasional glimpses. In connection with our Public Libraries, this state of things does exist; and the generations of a future day can alone see the result, and estimate the credit due to the ability, patriotism and philanthrophy of the Man, by whose untiring zeal and energy, Free Public Libraries were engrafted by him on that School System, under which upwards of Three thousand Canadian Schools are made annually to extend the blessings of a sound Elementary Education to over 227,000 Canadian youths.

1. *Educational Lectures.* I have attended to the duty of delivering School Lectures; and, the large audiences that meet me on these occasions, were, to me, gratifying indications of a desire on the part of the people to acquire information that might be rendered available for the improvements of their Schools. My experience on this point would induce me, most cordially to subscribe to the words of your Circular of August, 1850;—"No man ought to aspire to the office, (of local Superintendent,) or retain it a week, who has not the heart and ability to prepare and deliver public Lec-

tures in a spirit and manner worthy in a good degree of a cause interwoven with every vital interest of our Country's civilization and happiness."*

In conclusion, Doctor Ryerson, I shall feel happy if from these remarks, in connection with my statistical Report I send, will enable you to glean satisfactory evidence of the progress and good results of that School System, upon the rearing and advancement of which, you have expended so much of your talents, industry, perseveration, and enlightened zeal; and I shall always feel proud to find myself a humble co-operator with you in so great and glorious a work.

St. Thomas, April, 1857. Archibald McLachlin, Local Superintendent.

CHAPTER XX.

OPENING OF THE EDUCATIONAL MUSEUM, 1857.

The Educational Museum and the Departmental Library, established, with the sanction of the Legislature in 1855, 56, was formally opened to the Public in 1857. With a view to add interest to that opening, Doctor Ryerson addressed the following Circular to each individual Member of the Legislature, inviting them to come and inspect the Objects of Art, Illustrations of Science and specimens of Agricultural Implements, etcetera, which had been classified and placed in position in the various Rooms of the Museum of the Department. He also wrote a Letter to the Heads of the Church of England and Presbyterian Synods, then meeting in Toronto, inviting the Members of these Synods to come and inspect the contents of the Museum. The following is a copy of the Circular, which was sent to the Members of the Legislature, of both Houses, then in Session in the City:—

I take the liberty of intimating to you that the Educational Museum connected with this Department will be open to your inspection any day after the first of June, and will be shown to you at any time you may be disposed, and can make it convenient, to call. Though the Collection of Objects is imperfectly arranged and classified, in consequence of our present limited space,—an inconvenience which will be removed in the course of a few months,—I have thought that it might be agreeable to many Members of the Legislature of both Houses to see them as they are, before leaving Toronto at the close of the present Session of the Legislature.

This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely inferior to the direct means of training the minds and forming the taste and character of the people. What I have done in this branch of Public Instruction, is the result of a small annual sum which, by the liberality of the Legislature, has been placed at my disposal, out of the Upper Canada share of School Grants, for the purpose of improving School Architecture and promoting Art, Science and Literature by means of Models, Objects and Publications, collected in a Museum in connection with this Department. The Museum contains a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country; of Casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums of Europe,

*This Circular is printed on pages 209-213 of the Ninth Volume of this Documentary History. The Extract quoted will be found on page 212.

including Busts of the most celebrated characters in English History; also copies of some of the works of the Old Masters of the Dutch, Flemish, Spanish, French, and especially of the Italian Schools of Painting. These Objects of Art are labelled, for the information of those who are not familiar with the originals, but I have not yet been able to prepare a Descriptive Historical Catalogue of them. In the evidence given before the Select Committee of the British House of Commons, it is justly stated "that the object of a National Gallery is to improve the Public taste, and to afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed, that, as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those, who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raphael, Rubens, and other great Masters of Painting, an object no less desirable in Canada than in England. What I have proposed and attempted is merely an appendage to the Department of Public Instruction, and a part of a projected Provincial School of Art and Design, as is carried out successfully on a more extensive scale in England, and as was contemplated and provided for in the erection of our Normal School Buildings.

On the several objects and advantages of this feature of our System of Public Instruction, and the importance which is attached to it in other Countries, I purpose to remark in my forthcoming Annual School Report.

TORONTO, 30th May, 1857. EGERTON RYERSON.

NOTE. Doctor Ryerson also addressed the following Letter to the Presiding Officer of the Anglican and Presbyterian Synods, then in session at Toronto:—

2. LETTER TO THE HONOURABLE AND RIGHT REVEREND DOCTOR STRACHAN.

I take the liberty of inviting Your Lordship, at your convenience, and the Clergy and Delegates of the Church of England, now assembled in Synod, to visit, (as far as they can make it convenient during their stay in the City,) the Educational Museum connected with this Department. The enclosed [foregoing] copy of a Circular, recently addressed to the Members of the Legislature, explains more fully the character and object of the Museum.

As many of the Clergy are Local Superintendents of Schools and Members of the Boards of Grammar Schools, they may here learn also the facilities which are provided for improving the Grammar and Common Schools throughout Upper Canada.

It may be satisfactory to your Lordship to have a copy of the enclosed additional Legislation in respect to Religious Instruction in connection with Public Schools, which was adopted in April last by the Council of Public Instruction, and will appear in the next printed edition of School Regulations.*

TORONTO, June 17th, 1857. EGERTON RYERSON.

3. REPLY TO THE FOREGOING LETTER BY BISHOP STRACHAN.

Your obliging Communication of the 17th instant reached me, while I was presiding in the Synod,—but, from the press of business and shortness of the Session, I could do no more than mention it to some of the Clergy near me.

The introduction of Morning and Evening Prayer, I consider a very considerable advance in the right way, and gives, I trust, the promise of farther improvement in the same direction.

In the meantime, it will be the duty of the Synod to persevere in adopting all lawful and honourable methods to move the Legislature to make Grants to the Church of England, as well as to the Roman Catholics, and other Religious Bodies, as they require, and according to their numbers respectively, for the education of the Members of their own Communion. Moreover, we consider all education for the Members of our Church

* These Regulations will be found on page 144 of this Volume.

should be distinctly based on the Revealed Religion of the Old and New Testaments, with special reference to their duties and privileges, as by baptism regenerate, and made God's Children by adoption and grace.

TORONTO, 23rd June, 1857. JOHN TORONTO.

4. LETTER FROM THE CLERK OF THE PRESBYTERIAN SYNOD.

Your Letter to the Reverend William Ormiston, conveying through him, an invitation to the Synod of the United Presbyterian Church in Canada, now in session here, to visit the Educational Museum, in connection with the Department of Public Instruction, was yesterday read to the Synod, and its accompaning explanatory Circular submitted.

I am instructed to say, in reply, that the amount of business requiring the attention of the Synod may, possibly, prevent the Members from enjoying the gratification of a visit to the Educational Museum, yet they highly appreciate the exertions made by you, and by the Department over which you preside, for the advancement of Education in this Country, and they tender their cordial thanks for your kind invitation.

TORONTO, 4th of June, 1857. WILLIAM FRASER, Clerk of Synod.

NOTE IN REGARD TO THE EDUCATIONAL MUSEUM.

Doctor Ryerson having to proceed to England, in 1857, on Departmental business he there made some additional purchases of Objects of Art for the Museum. While in London, he addressed the following Letter to the Crystal Palace Company at Sydenham, and, as the result, he was enabled to obtain many of the objects of Art mentioned in the list appended to this Letter:—

5. LETTER TO THE CRYSTAL PALACE COMPANY SYDENHAM.

1. As Head of the Department of Public Instruction in Upper Canada, I beg to apply to the Authorities of the Crystal Palace at Sydenham, to obtain, through their good office, Casts of several Statues and Busts for an Educational Museum in connection with the Education Department at Toronto.

2. That Museum includes not only a large collection of School and Philosophical Apparatus, but nearly two hundred copies of the most celebrated paintings of the Italian, Dutch, Flemish, German, French, and Spanish Schools, and some four hundred Casts of Antique and Modern Statues and Busts, which I obtained at the Moulders of the Beaux Arts and Museum of the Louvre at Paris, and of the British Museum in London.

3. But there are casts of several Statues and of a large number of Busts which I know not how to obtain except through the Authorities of the Crystal Palace. These Casts are intended for our Educational Museum alone, which will be gratuitously open to Pupils and Students of the Schools and Colleges and to the Public on certain days of each week.

4. In the Autumn of 1855, Mr. Grove, (I think,) intimated in a Note to Lieutenant Colonel Lefroy, (who had applied to the Company on my behalf,) that every facility would be afforded by the Authorities of the Crystal Palace, in enabling me to procure Casts of certain Groups and Statues mentioned by Lieutenant Colonel Lefroy. But having spent a year in Europe, and having exhausted the means then at my disposal in purchasing Objects of Art on the Continent, I was obliged to return to Canada without completing my selection in England. I have now come over again for that purpose; and I will be much obliged to you to be informed in what way and upon what terms I can obtain Casts of the Statues and Busts designated by reference to their numbers on the catalogue in the annexed list.

LONDON, 15th September, 1857. EGERTON RYERSON.

ENCLOSURE: *List of Casts desired by the Chief Superintendent of Education in Upper Canada for a Canadian Educational Museum.*

1. In English Sculpture the following Statues:

Dorothea.	The Emigrant.
Andromeda.	Sabrina.
Lavinia.	Highland Mary.
Penelope.	Winter.

2. In the Portrait Gallery, the following Greek Portraits:
From Number 2 to Number 33 inclusive.
3. In the same Gallery, the following Roman Portraits:
Numbers 34 to Number 122, inclusive; (omitting Numbers 35 to 37, inclusive 41, 43, 52, 53, 68, 69, 76 to 89 inclusive 91 to 112, inclusive, 114 and 121)
4. In the Gallery of English Portraits the following.
Numbers 91, 392 to Number 471 inclusive, (omitting a few to be afterward named.
The reply of the Crystal Palace Company was quite satisfactory, and Doctor Ryerson was enabled to make purchases of most of the Objects of Art named in the foregoing List for the Educational Museum.

CHAPTER XXI.

COLLECTION OF PHILOSOPHICAL APPARATUS AND VARIOUS SCHOOL APPLIANCES AT THE PROVINCIAL EXHIBITION OF 1857.

At the urgent request of the Agricultural Association of Upper Canada it was decided to send to the Exhibition held by it a unique collection of Globes, Maps, Diagrams and other Articles useful in the Schools, as it was considered important that Trustees and others interested in the Schools should see what a variety of these educational adjuncts were available, and could easily be obtained at the Depository, connected with the Education Department. With this object in view the following Circular was addressed:—

TO THE LOCAL SUPERINTENDENTS, TRUSTEES AND SCHOOL OFFICERS IN UPPER CANADA.

1. The Agricultural Association for Upper Canada have recently sent a request to the Education Department to forward for exhibition at the approaching Provincial Fair, Brantford, specimens of the Maps, Apparatus and other School Requisities, which are supplied to Schools from the Depository connected with the Department. The Chief Superintendent of Education, (now absent in Europe), anxious to afford every facility for the introduction into the Schools of these important educational adjuncts, has consented to do so; and the more readily, as the objects aimed at by the Managing Committee, in making the request, so fully accord with the views and wishes of the Department on the subject.

2. The Chairman of the Committee, in his Letter to the Department, remarks as follows:

"That so important an interest as Education will be represented, we do not for the moment doubt, and it is my duty to offer every inducement I can to your making the representation as interesting and attractive as possible, in the full belief that a display of the means which have been so liberally provided for the enlightenment and advancement of the people of this Country, in all these matters which are embraced in the general term, "Education," would not only be highly acceptable to the managing Committee, and peculiarly attractive to the thousands who will congregate on the occasion, but have a powerful and wide-spread influence in exciting attention to the subject, and creating and heightening in the community a strong, durable and practical interest in its progress."

To render the Educational Exhibition as interesting as possible, it is designed to send specimens of various kinds of Maps, Charts, Prints, Diagrams, Globes, Elementary School and Philosophical Apparatus, School Furniture, Prizes for Schools, Agricultural Works, Model and Map-stands, etcetera, The Educational part of the Exhibition will be under the superintendence of Mr. S. P. May, the Clerk of Libraries, who will afford every information to Local Superintendents and Trustees desiring it. He will also furnish, if necessary, Forms of Application for School Authorities desiring to obtain any of the Articles exhibited. You are respectfully invited to visit the Collection, should you find it convenient to be in Brantford during the days of Exhibition.

3. You will no doubt agree with me as to the importance and value of thus adding an Educational feature to those yearly Exhibitions of Industry and Skill in various parts of the Province, so as to afford to all parties connected with our Public School System an opportunity of seeing what are the facilities and means provided by the Department for their improvement and elevation. On this point I may here repeat what was expressed in our official Journal of Education last year on the subject:

"Education is at the foundation of all intelligent Agricultural operations, as well as of all successful Mechanical skill and enterprise. To connect, therefore, with the Provincial Exhibitions a purely educational feature; to incorporate that element in its yearly operations is both wise and appropriate. It is a just recognition of that great moral agent in the amelioration of the mental soil and character, as is appropriate culture and the introduction of suitable agents necessary to the amelioration of the soil of the earth. It is also in harmony with the public feeling and sentiment of Canada, where the education of the people is considered one of the most important duties and interests of the state."

TORONTO, 1st September, 1857. J. GEORGE HODGINS, Deputy Superintendent.

NOTE. Every facility was given by the then "Great Western Railway" for the conveyance of the Education Exhibit to the Fair. To a Communication addressed to the Company on the subject, Mr. C. J. Brydges, Managing Director, replied as follows:—

"In reference to the conveyance of Philosophical and other articles to be exhibited at Brantford, I beg to state that here will be no difficulty to your having an entire Car placed at your disposal between Toronto and Brantford. . . and orders will be given to have a Car in readiness at the times stated in your Letter."

The nature and character of the Educational Exhibit which was sent to Brantford may be the better understood from the following notice of it which appeared in the *Brantford Expositor* of that time:

The Educational department of the Fair,—one of the most interesting and complete of the whole exhibition,—occupies an entire wing of one of the cruciform buildings. In front, as you proceed from the main aisle backwards, is the Educational Coat of Arms, in relief, executed by Mr. S. P. May, of the Education Office, Toronto, and for which he was awarded a first class prize and diploma at Kingston last year. Underneath is

a large collection of Electrical Apparatus, consisting of an Electrical Spangle, Tubes, Electrical Bells, etcetera,; also, a beautiful set of Eye Models. One of the greatest attractions is a finely executed set of Astronomical Apparatus, by Dr. M. H. Robert, of Paris, (France.) No department of the Exhibition exceeds this in beauty or in interest, and the arrangement is so perfect, that everything is displayed to the best advantage. In this Collection, is to be found, though small, but exceedingly neat, almost every mechanical, and artistical contrivance, which human ingenuity has invented, for the purpose of illustrating the principles of Mathematics, Astronomy, Natural Philosophy, Chemistry, Physiology, Geography, and in fact all the Natural Sciences. This Collection, while it affords tangible evidence of the advanced stage of our Public School System, also bears testimony to Doctor Ryerson's devotion to the best interests of our Common Schools, in thus providing the means to render the system of teaching thorough, practical, and in the highest degree useful.

In the centre is exhibited a full collection of the Irish National and Johnston's School Room Maps, with Astronomical, Chemical, Physical, and Physiological Charts. The pillars on either side of the aisles of the wing appropriated to this department, present an exceedingly pleasing, as well as instructive, appearance, being covered with Natural History, Botanical, and other Object Lessons. So large an assortment of Globes has never been exhibited before in Canada, the largest is 50 inches in diameter. A very suitable size for Grammar and Central Schools is the 18 inch Globe. The Globes exhibited vary in size from thirty to two and a half inches. Agricultural Books for Public Libraries, as well as fine selections of Prize Books, Atlases, Drawing materials, are also exhibited. The Philosophical Instruments are beautifully executed. We noticed among the articles several sizes of Magic Lanterns and Phantasmagoria with Astronomical and Zoological slides, and some very beautiful Paintings of Canadian scenes, as well as of the late War. At the extreme end is an immense physical map of Europe, in relief, above which is the motto, "*Intelligence, the Safeguard of Liberty*," and opposite to this another motto, "*Education, the Handmaid of Religion.*" Several physical Maps, in relief, are also exhibited here, but one of the greatest attractions at this end, seems to be the platform on which the various experiments in Pneumatics, Electricity and Galvanism are performed. Here also is exhibited a very fine Electric Telegraph in operation.

There are various models of Steam Engines, some in action, others in sections, showing the whole interior working. Among the rest we noticed a Locomotive and high pressure Steam Engine, made for the Department in Toronto. There are several Educational Frames, to one of which, invented by Mr. S. P. May, the judge awarded an extra prize.

Air Pumps of several sizes, in working order, and cabinets of Minerals, Fossils, a large assortment of Chemical Laboratories, Mechanical Powers, Apparatus to illustrate the centre of gravity, inertia, centrifugal motion, the fall of bodies, are all exposed to public view.

The Hydrostatic set is very complete; and we noticed among other things an Hydrostatic Bellows, and many other pieces of mechanism illustrative of this branch of philosophical science. Geometrical Forms and Solids, Mathematical Instruments, are exhibited in abundance. A large Planetarium and various Orreries, Tellurians, complete the Astronomical department. The whole of this portion of the building is decorated with suitable mottoes.

An immense Electrical Machine is kept in constant requisition, shocking the multitude as they pass, and, throwing off sparks like a disdainful lady. This department has on exhibition the Mechanical paradox, or Gyroscope, Sopwith's Geological models, beautifully executed. Plaster models of Hands and Feet for drawing are also exhibited. In the Canadian department there are two School Maps on revolving, or endless, rollers—a complete set being contained in one frame, and set in motion by a crank.

We also noticed specimens of School Furniture of a superior finish, with Map stands, manufactured by Jacques and Hay, Toronto. A substitute for the Black board, manufactured by them, was also exhibited, which is capable of being rolled up into a very small compass. On the whole, this Educational Exhibit does great credit to the Education Office in Toronto, and to Mr. May, who superintended the arrangements.

We understand that many Teachers, Local Superintendents, and Trustees, were present, and took a great interest in this feature of the Exhibition. It must surely be gratifying to Trustees, who may desire to supply their Schools with superior Books and Apparatus, to find that they can procure, at the Depository, Toronto, the very best, and at a prices that places them within the reach of all.

At the conclusion of the Exhibition the Directors of the Agricultural Association sent the following Letter to the Department;

LETTER FROM THE AGRICULTURAL ASSOCIATION TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I beg to transmit to you the copy of a Resolution, which was passed by acclamation at the Annual Meeting of the Directors of the Provincial Agricultural Association.

I trust that more suitable arrangements will be made next year for your highly attractive and most important feature of our Annual Exhibitions.

TORONTO, 13th October, 1857. GEORGE BUCKLAND, Secretary.

ENCLOSURE: *Resolved*, That the best thanks of this Meeting be given to the Reverend Doctor Ryerson, Chief Superintendent of Education for Upper Canada, for the very attractive and instructive display of Educational Apparatus, etcetera, so tastefully arranged, and so liberally furnished to the Exhibition of this Association.

CHAPTER XXII.

THE CHIEF SUPERINTENDENT'S REPORT FOR 1857.

TO HIS EXCELLENCY THE RIGHT HONORABLE SIR EDMUND WALKER HEAD, BARONET, GOVERNOR GENERAL OF CANADA,

May it please your Excellency.

I have the honour to present, herewith, my Report of the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1857,—a year terminating in unprecedented financial depression and commercial disasters in both Europe and America, yet exhibiting unabated and even unprecedented progress in the educational proceedings of the people of Upper Canada, through their elective and Municipal School Corporations. I will first avert to the Statistical Tables, and then make such observations as the occurrences of the year and circumstances may suggest.

II. *Table A.—Moneys Received and Expended for the Support of Common Schools.*

1. The total receipts of Common School Moneys in 1857 amounted to £323,604 1s. 7d.,—being an increase of £34,681 19s. on the receipts of the year 1856.

2. The amount of Legislative School Grant apportioned to the Municipalities in aid of Common Schools in 1857, was £32,951 13s. 4d. The law required an equal sum to be raised by Municipal assessment to entitle the Municipalities to this aid. The sum actually provided by Municipal assessment was £61,954 1s.—£29,002 7s. 8d. more than the law required, and an increase of £7,427 5s. 3d. on the Municipal assessment of the year 1856. The Municipalities, therefore, voluntarily assessed themselves in 1857 nearly twice the amount required by law in order to entitle them to the Legislative Grant.

3. The School Section Free School Rates in 1857 were £146,285 13s. 3d.,—being an increase on those of 1856 of £10,930 19s. 4d.

4. The Rate-Bills on Children attending the Schools in 1857 amounted to £37,624 13s., being an increase on those of 1856 of £2,658 8s. 11d. Even, under the disadvantageous circumstances under which Free Schools are established and maintained—namely, by an annual vote at each School Section Meeting,—the public opinion of Upper Canada in 1857 in favour of Free, over Rate-bill, Schools was in the proportion of £146,285 13s. 3d., to £37,624 12s. Were this comparatively small sum of £37,624 raised by a rate on property, instead of on Children attending the School, all the Common Schools of Upper Canada would be Free. It is true, that less than one-half of the Schools are actually Free; but, in a very large proportion of those in which a Rate bill on Children is imposed, it is very small,—almost nominal.

5. The amount paid to Teachers in 1857 was £215,057 16s., being an increase of £20,136 19s. 3d. on that of the preceding year.

6. The amount paid for Maps and other School Apparatus in 1857 was £4,349, being an increase over 1856 of £1,909 0s. 2d.

7. The amount raised and expended for School Sites and in the Building of School Houses in 1857, was $51,972 6s. 5d., being an increase on that expended during the preceding year of £9,164 17s. 4d. No aid is given for these purposes by the Legislature. The whole amount required is raised by the voluntary assessments of Municipalities and School Sections.

8. The amount raised and expended for Rents and Repairs of School Houses in 1857 was £9,401 13s. 4d.,—being a decrease of £795 3s. 2d. This, and the preceding item, taken together, show that fewer School Houses were rented, and more are built and thus made rent free in 1857 than in 1856.

9. The amount raised and expended for Text-books and Stationery, (that is by Trustees,) Fuel and other incidental expenses in 1857, was £22,258 9s. 5d., being an increase of £3,096 6s. 6d. For those purposes no aid is granted by the Legislature.

10. The balances of School moneys in hand on the 31st of December, 1857, amounted to £20,564 10s. 9d., being an increase of £1,169.18.11, on those in hand at the end of the preceding year.

11. The total expenditure for Common School purposes during the year 1857 was £303,039 10s. 10d.,— being an increase of £33,512 0s. 1d. on the total expenditure of the preceding year.

12. As the whole of the £303,039 10s. 10d. expended in 1857 for the support of Common Schools, with the exception of £32,951.13.4—the amount of the Legislative School Grant, was provided by local voluntary assessment, or Rates, it indicates not only the universal powerful working of this branch of the School System, but the progress of the public mind in a primary element of educational advancement,—provision for its support. And when the financial condition of the Country is considered during the last half of the year 1857,—the part of the year during which the greater part of the School Rates are levied, and nearly all of them collected,—the fact that the Receipts and Expenditures of the year are more than One Hundred thousand dollors, ($100,000,) in advance of any one of the preceding prosperous years, presents a remarkable phenomenon in the Educational History of Upper Canada, and an extraordinary contrasts to its receipts in every branch of Revenue and Industry.

III. Table B.—School Population, Pupils Attending the Schools, in the Different Branches of Common School Education.

1. There is a discrepancy in the Law in regard to the classes of persons to be returned as "School Population," and, as thus, having a right to attend the Schools,—the former only including persons between five and twenty-one years of age. Formerly,

no person over sixteen years of age had a legal right to attend the Schools; but the School Act of 1850 extended the right to attend the Schools to all persons between the ages of five and twenty-one years, but did not change the previous legal provisions as to School Population Returns. By an omission, there were no Returns of the School population between the ages of five and sixteen years in 1856; the number of those which were afterwards returned in 1857 was 324,888.

2. The number of Pupils between five and sixteen years of age attending the Schools in 1856 was 227,992; in 1857, 247,434—increase, 19,442. The numebr of Pupils attending Schools between the ages of Sixteen and twenty-one years, in 1856, was 23,153; in 1857, 25,203—increase, 2,050. The total number of Pupils attending the School in 1856, was 251,145; in 1857, 272,637—increase, 21,492.

3. The number of Boys attending the Schools in 1857 was 150,029—increase, 12,609, The number of Girls in attendance was 122,608—increase, 8,883. A much larger number of Girls than Boys attend private Schools, as the School Law makes no provision for the higher class of Girls' Schools.

4. The number returned as indigent Children attending the Schools in 1857 was 4,820—increase, 725. This distinction does not, of course, obtain where the Schools are Free, as all the Children then attend them by right, and none as Paupers.

5. The other Columns in this Table show the length of time Children attend the Schools, and the numbers in the different branches of Common School Education,—presenting a gratifying increase in the number of those studying the higher branches. In these returns there is a decrease under two heads—and two only. There is a reported decrease of eight per cent. on per centage of the population that can neither read nor write; and there is a decrease of 13,604 in the number of Children that are reported as attending no School.

IV. Table C.—Teachers; Number, Sex, Denomination, Rank, Salaries.

1. The whole number of Teachers employed in the course of the year 1857 was 4,083 (in the various Schools,)—increase, 394. The whole number of legally qualified Teachers reported was 3,933,—increase, 478.

2. Of the Teachers employed, 2,787 were males,—increase 165; 1,296 were females,—increase, 229; 742 were Members of the Church of England,—increase, 58; 438 were Roman Catholics,—increase, 24; 1,201 were Presbyterians, (including all classes of such, —increase, 296; 1,165 were Methodists, (including all classes of such,)—increase, 63; 211 were Baptists,—decrease, 13; 57 were Congregationalists,—decrease, 35; 21 Lutherans,—increase 10; 35 Quakers,—increase, 26; 35 reported as Protestants,—increase 39; a few are returned as belonging to minor Denominations.

3. The whole number of Teachers holding Certificates of Qualification was 3,933,—increase, 478; 650 held First Class Certificates,—increase, 88; 2,064 held Second Class Certificates,—increase, 318; 962 held Third Class Certificates,—decrease, 53. This is so far encouraging. It is to be hoped that Third Class Teachers will soon disappear altogether. The number of uncertified Teachers reported was 150,—decrease, 84.

4. This Table also exhibits the Salaries paid to Teachers in the several Counties, Cities, Towns, and Incorporated Villages. The highest Salary paid in any County was £160; in a City, £350; in a Town, £200; in a Town Municipality, £137; in an Incorporated Village, $200. The lowest Salary in a County was £24; in a City, £48; in a Town, £35; in a Town Municipality, £50; in an Incorporated Village, £75. The average Salaries of Male Teachers in Counties, with Board, were £54,—increase, £11 19s.; without Board, £96 12s.; in Cities, £129 17s.; in Towns Municipalities, £114; in Incorporated Villages, £116. The average Salaries of Female Teachers in Counties, with Board, were £51 18s.; in Cities, £55 15s.; in Towns, £70 7s.; in Town Munici-

palities, £61 4s.; in Incorporated Villages, £79 2s. The average Salaries of male Teachers in Counties, Cities, etcetera, were £115 5s,—increase on those of the preceding year, £24 19s. The average Salaries of female Teachers in Counties, Cities, etcetera, were £63 10s.—increase on those of the preceding year, £10 5s.

V. Table D.—Number of Schools, School Houses, Titles to School Property, School Houses Built, School Visits, Lectures, Time, the Schools are Kept Open.

1. The number of School Sections in 1857 was 4,017,—increase, 383. The number of Schools reported, 3,731,—increase, 259. The number of Schools opened and not reported, 286. These, of course, did not share in the School Fund.

2. The number of Free Schools was 1,707,—increase, 444; the largest increase of any one of several years. The number of Schools partly free was 1,559,—decrease. 8. The number of Schools with one shilling and three pence Rate bill per month for each Pupil, was 444,—decrease, 99. From these figures it appears that the highest Rate bill allowed by law was adopted in less than one-third of the Schools; that 3,266, or about seven-eighths of the Schools are partly free; that 1,707 Schools are entirely free—being an unprecedent increase in the year of 444.

3. The returns of School Houses appear very imperfect, 87 not having been reported at all, there having been reported 39 Stone School Houses and 110 Brick School Houses less in 1857 than in 1856. The one, or the other, of these returns must be incorrect. The aggregate number of Stone School Houses reported was 278; of Brick School Houses, 240; of Frame School Houses, 1,425; of Log School Houses, 1,542.

4. As to the Title of School Premises, the number of Houses held as freehold was 2,738,—increase 301; held by lease, 444,—decrease 25; number rented, 247,—decrease, 178; not reported, 243.

5. Of the School Houses built during the year, all were of Brick,—increase, 7, 26 were of Stone,—increase, 20; 55 Frame,—increase, 3; 27 were Log,—decrease, 47; not reported, 72; total built during the year, 201,—increase, 8.

6. The whole number of School Visits made in 1857, was 49,196,—increase, 5,090. The number of School Visits by Local Superintendents, (many of whom are Clergymen,) was 7,322—decrease 222; by Clergymen, 4,025,—increase, 608; by Municipal Councillors, 1,794,—decrease, 44; by Magistrates, 1,634,—increase, 138; by Judges and Members of Parliament, 366,—increase, 14; by Trustees, 17,730,—increase, 1,460; by other persons, 16,325—increase, 3,136.

7. The whole number of educational Lectures delivered in 1857, was 2,540,—increase 117; Lectures by Local Superintendents, 2,245,—increase, 250; by others, 295,—decrease, 133.

8. The average time during which 3,458 of the Schools were kept open in 1857, has been reported, and is ten months and six days,—increase, 4 days; and average of two months longer than the Schools are kept open in either the States of New York, or in the State of Massachusetts.

VI. Table E.—Prayers; Bible and Other Books, and Apparatus, used in the Schools.

1. The number of Schools reported under the items in this heading was 3,592,—increase, 120. The daily exercises of 1,549 Schools were opened and closed with Prayer, —increase, 548. The Bible and Testament were read in 2,415 Schools,—increase, 561, the largest increase under these two heads during any year since the establishment of the School System, and much more than would have been effected by a compulsory Law. Recommendations and facilities in regard to the exercise of Religious duties and privileges are more in harmony with the genius of our people and of our free Government. than assumptions of command and attempts at compulsion.

2. It is gratifying to observe that all Text Books, except the Irish National School Books and the few others sanctioned by the Council of Public Instruction, have almost entirely disappeared from the Schools. The National Readers, for instance, are used in 3,514 Schools,—increase, 460; while the old English Reader is used in only four Schools. No School Book has exerted a wide and more injurious influence in the Schools than Olney's Geography. Although no other than moral means have been employed to eject it from the Schools, it was used in 1857 in only nineteen Schools. The use of other objectionable Books has similarly declined, until, according to Table E, the Schools may be regarded as universally using the uniform series of Text Books sanctioned according to Law,—one of the greatest difficulties encountered in the establishment of a System of Public Schools, and one of the greatest achievements which has ever been accomplished by the School System in any State in America.

3. The introduction of Maps and various Apparatus in the Schools has steadily advanced. In 1857, Maps were used in 2,290 Schools,—increase, 366; Blackboards in 2,652 Schools,—increase, 172; full sets of Holbrook's School Apparatus in 872 Schools,—increase, 352; Tablet Lessons in 996 Schools,—increase, 299.

VII. Table F.—Roman Catholic Separate Schools.

1. It will be seen that the establishment of most of these Schools is of recent date,—that is since the vehement agitation of the question in these later years—the greater part of those established in former years having been discontinued.

2. The number of Roman Catholic Separate Schools in operation in 1857 was 100,—increase 19.

3. The amount apportioned from the Legislative School Grant to those Schools was £2,128 15s. 10d.,—increase, £730 2s. 9d.

4. The amount raised by Local Tax on the Supporters of Separate Schools was £2,599 10s. 7d.,—increase, £862 19s.

5. The amount raised by Rate bill on the Children attending the Separate Schools was £1,177 14s,—increase, £479 14s. 1d.

6. The amount subscribed by the Supporters of Separate Schools was £2,186 1s. 8d,—increase, £901 4s. 6d.

7. Total amount received for the support of Separate Schools was £8,092 2s. 8d,—increase £2,974 0s. 6d, or nearly one-third. This large increase in highly creditable to the Supporters of the Separate Schools.

8. As to the expenditure of these moneys, the amount paid to Teachers was £4,685 17s. 7d,—increase, £1,600 14s. 6d. The amount paid for other purposes was £3,406 4s. 8d,—increase £1,373 6s. 0d.

9. The whole number of Pupils in the Separate Schools was 9,964,—increase, 2,754, or more than one-third.

10. The whole number of Teachers employed was 112,—increase, 17; of whom 60 were males,—no increase,—and 52 were females,—increase, 17.

11. The average time the Schools are reported to have been kept open was 11 months,—increase, one month.

12. Forty-seven Schools are reported as furnished with Maps,—increase, 3; 27 with various Apparatus,—increase, 15; 39 with Blackboards,—increase, 1.

13. The other Columns of this Table refer to the daily exercises, and to the subjects taught in these Schools.

VIII. Grammar Schools—their Numbers and Condition.

1. Upon the whole the Grammar Schools have greatly improved during the last two or three years,—since the adoption of the present Regulations in regard to them, and the appointment of Inspectors. This improvement in the Grammar Schools was specially observable by the Inspector during the last year,—in their finances, the attendance, and the advancement of the Pupils, and the erection, or completion, of several new and commodious School Houses.

2. Under the Regulations authorized by the present Grammar School Law, an entrance examination is required, and no Pupil is eligible for admission to the Grammar Schools, who is not able,—1: To read intelligibly and correctly any passage from any common reading Book. 2: To spell correctly the words of an ordinary sentence. 3: To write a fair hand. 4: To work readily questions in the Simple and Compound Rules of Arithmetic and in Reduction and simple Proportion. 5: Must know the elements of English Grammar and be able to parse any easy sentence in prose; and, 6: Must be acquainted with the Definitions and Outlines of Geography.

3. These Regulations are intended to prevent the Grammar Schools from teaching the same Elementary Subjects, which are taught in Common Schools, and to confine them to the special objects of their establishment,—that is, teaching the higher branches of an English and Commercial Education, and the elements of Classics and Mathematics, necessary for admission into the University. Formerly the Grammar School was considered not merely a Classical School but the more respectable Common School of the place,—injuring the Common Schools, and doing its work, in some cases, very poorly, and being proportionably inefficient as a Classical and Mathematical School. The effect of the recent Regulations was, first, not only to reduce the attendance of Pupils at the Grammar Schools, but, at the same time, to improve their character and efficiency. Had the Law provided at the same time, as was proposed, and as been urged from time to time, that the Grammar School Fund should be apportioned upon the same conditions as are the Common School Grant, namely, that each Municipality receiving it should provide an equal sum to the Grant, the resources of the Grammar Schools would have been augmented equally with their efficiency and usefulness.

4. The improved character and efficiency of the Common Schools have also had a depressing influence upon the Grammar Schools, whose best resources is to improve in a corresponding ratio.

5. The former somewhat exclusive character of the Grammar Schools excited to a certain extent a popular prejudice against them, as if they were the Schools of the wealthy and of the few. But this prejudice is fast disappearing. The Grammar Schools are now as much under local management as are the Common Schools, and they should be as liberally supported, as the essential means of providing for those branches of education, without which no County, or Country, can advance, or long retain its rank, in the career of Science, Literature, intelligence and popular Institutions. It is not the absolute number of persons educated in these branches of learning in a Community that is essential, but it is the relation that such persons have always sustained, and must ever sustain, in the administration of the Laws and Institutions of every Country, and in developing its highest material and general interest. Every County should have its commercial and classical Academy, as should every neighborhood its Common School; and no support should be wanting to render the former as creditable and advantageous to the Country as should the latter be to the neighborhood.

6. The first Grammar School established in a County and situated in the County Town, is called the Senior County Grammar School, and is entitled by law to £100 per annum from a Parliamentary Grant, irrespective of the apportionment of the Grammar School Fund proper. The other Grammar Schools are called Junior County Grammar Schools, and take their distinctive name from the Town, or Village, within which they are situated. There were 29 Senior and 43 Junior County Grammar Schools in Upper Canada in 1857,—increase, 11.

7. For a practical and comprehensive view of the state and progress of the Grammar Schools, and for several important suggestions in regard to the amendment of the Grammar School Law, I would refer the Reader to the Inspectors' Reports, which will be found [on pages 328-333 of the preceding Volume of this Documentary History.]

8. With these explanations and General Remarks, I will proceed to notice the Statistical Tables relating to the Grammar Schools.

IX. *Table G.—Grammar School Moneys: Receipts and Expenditures.*

1. The amount apportioned from the Grammar School Fund in 1857 was £7,042 5s., —increase, £381 5s.

2. The amount of Fees from Pupils was £4,879 9s. 2d.

3. The amount of Municipal Grants was £4,207 14s. 2d.,—increase £760 12s. 7d.

4. The total Receipts for Grammar School purposes in 1857 were £21,562 7s. 9d., —increase, £2,314 6s.

5. The amount paid in Salaries to Masters was £14,388 0s. 9d.,—increase, £2,473 4s. 7d., (a very small sum for those purposes), increase, £599 3s.

7. The amount expended in the purchase of Maps and various kindred School Apparatus, £538 8s. 8d.,—increase, £337 4s. 9d.

8. The amount expended for Books and other contingencies, £1,573 7s. 5d., increase £11 7s. 3d.

9. The total amount of Expenditure for Grammar School purposes, £19,176 17s. 4d.,—increase, £3,420 19s. 8d.

X. *Table H.—Grammar School Pupils and their Classification.*

1. The whole number of Pupils in the Grammar Schools in 1857 was 4,073,—increase 690; an average of 57 Pupils per School.

2. The whole number of Pupils in the several branches of English, 3,671,—increase 490. The several English branches studied may be seen by reference to the Table.

3. The whole number of Pupils in Latin, was 1,329,—increase, 278, or more than one-sixth. It is a very large and gratifying increase under this head. The number in Latin Grammar, 1,032,—increase, 220. In Latin Prose Composition, 754,—increase, 154. In Latin Verse Composition, 60,—increase, 1. In Cornelius Nepos and Caesar, 393,—increase, 59. In Ovid and Virgil, 284,—increase 80. In Cicero and Horace, 163,—increase, 74.

4. The whole number of Pupils in Greek, 284,—increase, 27. In Greek Grammar, 258,—increase 24. In Greek Composition, 136,—increase 27. In Xenophon and the Iliad, 91,—decrease, 3. In Lucian and the Odyssey, 33,—decrease, 20. In the Greek Testament, 64,—increase, 3.

5. The whole number of Pupils in French was 601,—increase, 139, or nearly one-fifth. In French Grammar 550,—increase, 122. In French written Composition, 441,—increase, 90. In Oral Exercises, 385,—increase, 106. In the works of Fenelon and Moliere, 93,—increase, 27.

6. The number of the Pupils in each of the five classes may be seen by referring to the Table.

7. The same Table shows also the number of Pupils in Arithmetic, Algebra, Euclid, Geography, History, Physical Science, Writing, Book-keeping, Drawing, Vocal Music, with their rank, or Class.

XI. *Table I. Text Books, Religious Exercises.*

1. This Table shows the Text Books used in each of the Grammar Schools in the several Branches taught.

2. Of the 59 Grammar Schools reported, the daily exercises of 45 were opened and closed with Prayer,—increase, 14. In 52 the Holy Scriptures were read,—increase 5.

XII. *Table K.—The Provincial Normal School, and the Model Schools.*

This Table shows the number of Students admitted to the Normal School from the beginning, their Religious Persuasion, the amount of aid received by them, the number who had been Teachers before their admission, and the number who had Certificates as Masters, and who were awarded Provincial Certificates.

2. The number of Students admitted to the Normal School during the two Sessions of 1857-8 was, respectively, 167 and 159,—in all 326,—the largest number admitted any one year since the establishment of the School in 1847. The number of Students admitted during the current Session is 181,—considerably more than were ever before admitted in one Session. It should, however, be remarked that more than one half of the Student-Teachers attend two Sessions.

3. The whole number of Student-Teachers admitted in the ten years during which the School has been in operation, is 2,276,—an average of upwards of 200 per annum—of whom 1,168, or about one-half had been Teachers before their admission to the Normal School.

4. Of the 167, who were admitted during the first five months' Session of 1857, 86 had previously been Teachers; of 159, who were admitted during the second Session, 84 had previously been Teachers. Of the 189 who have attended during the current Session, 93 have been Teachers before their admission to the Institution.

5. The number who were entitled to, and received, Provincial Certificates at the close of the two Sessions of last year, was 184,—an increase of 22 on the number of Certificates granted during the two Sessions of the preceding year.

6. The whole number of Certificates given by the Masters of the Normal School, before provision was made for the granting of Provincial Certificates, was 430. The whole number of Provincial Certificates granted is 771,—401 to male Teachers, and 370 to female Teachers.

7. I have not been able to ascertain the exact number of Teachers now engaged in teaching, who have been trained in the Normal School. No two accounts received agree. But I shall devise means this year to ascertain the fact, as far as possible; and, if found advisable, additional measures will be taken to secure the fulfilment of the honourable pledge given that the parties admitted to the Normal School will devote themselves to teaching. It is, however, to be remarked, 1: That the same engagement is required on this point of Student-Teachers entering our Normal School that has been required and found satisfactory in the neighboring States, where changes of employment the more frequent than in Canada. 2. That the teaching in the Normal School, and the accompanying exercises of observing and teaching in the Model Schools, are not designed to educate the Students, but simply to practically train them as Teachers. 3. That the majority of those who are admitted to the Normal School have been Teachers,—thus affording the strongest proof possible that their object in coming to the Normal School is to qualify themselves better for their work as Teachers. Had the Normal School done nothing more than train the 1,200 Teachers who had taught School, before attending the Normal School, it would have amply repaid to the Country all that has been expended for its establishment and support. This, however, is but one part of the great work it has accomplished, the importance and value of which are attested by the local reports, by the great demand for Teachers, by the improved discipline and organization now the general rule throughout Upper Canada, and the standard and tone, as well as practical features of which have been largely influenced by the Normal and Model Schools.

XIII. *Table M.—Free Public Libraries.*

1. In a Special Report lately laid before the Legislature, I have given an account of the successive steps which have been taken to provide and establish free Public

Libraries in Upper Canada, have adduced the example of other educating Countries and States, and by reference and comparisons, have shown the peculiar advantages and economy of the Canadian system.* During the last two years, several State Superintendents of Public Instruction, and a large number of Educationists from the neighboring Republic, have visited Toronto, making special inquiry into the nature and working of our School System, and have expressed their strong conviction that the system of Public Libraries in Upper Canada was in advance of the School Library System existing in any of the States.† It has been my object to adopt and adapt in Upper Canada the excellencies, and avoid the defects, of the different Public Library System in Europe and America. The great success which has marked this part of our School System, will, I have no doubt, be accelerated by improvements which the working and development of our Municipal Institutions will suggest, while the principles on which the Libraries are established—common to our own and other Countries —will remain unchanged.‡

2. The number of Libraries established in 1857, was 59; being an increase of ten on the number established in 1856. The number of Volumes furnished by the Department in 1857, was 29,217,—being an increase of 15,517 Volumes on the number sent out during the preceding year.

3. For the excellent effect and influence of the Prison Libraries, which have been established by the Department, see [a subsequent Chapter of this Documentary History. See also page 91 of this Volume.]

4. Besides 2,707 Volumes furnished to Mechanics' Institutes and Agricultural Societies, the whole number of Volumes despatched from the Department for Public Free Libraries since 1853, is 160,178, on the following subjects: History 27,833 Volumes; Zoology, 11,624; Botany, 2,088; Natural Phenomena, 4,667; Physical Science, 3,646; Geology and Mineralogy, 1,339; Natural Philosophy, 2,462; Chemistry, 1,156; Agricultural Chemistry, 685; Practical Agriculture, 7,204; Manufactures, 7,407; Literature, 15,646; Voyages, 11,635; Biography, 17,662; Tales and Sketches of Practical Life, etcetera, 43,409; Teachers' Library, 1,715.—Total, 160,178.

5. From the extensive Official Catalogue, the selection of Books is made at the discretion of the parties establishing the Libraries; and although the Books selected cannot be expected to be equally appreciated in every Municipality and School Section, the fact of their being applied for, indicated a felt want that should be promptly supplied, and the eagerness with which numbers procure and read them in most neighborhoods where Libraries are established, is attested in the reports of Local Superintendents.¶ Some members of a family may be indifferent both to Education and Books brought within their reach; some of the inhabitants of a neighborhood may be indifferent to the improvements in Agriculture, Manufactures, and the various Institutions and appliances of social progress and civilization; but that is no reason why Agricultural Associations should not pursue their career of effort and of usefulness;—no reason why the widest advantages of Municipal and Civil Government should not be pursued. So the indifference of some individuals, or some neighborhoods, to Libraries, as well as to Schools, is no argument against providing them for those who value and use them, much less is it a valid objection to the system of establishing them. The circulation of 160,000 Volumes of useful and entertaining reading,—of Biography, in all of its varieties and ages; of History in all of its branches and periods; of Science

* This Special Report will be inserted in the present Volume of this Documentary History. See also Chapter VIII of the Twelfth Volume of this History.

†See Remarks on this subject by the School Commissioner of the State of Rhode Island, given by Doctor Ryerson in the Special Report to which he refers and reprinted in a subsequent Chapter of this Volume. See also the Remarks of Lord Elgin on this subject on page 34 of this Volume.

‡ In regard to the principles laid down, on which the Public System of Libraries were founded, see page 90 of this Volume.

¶ In this connection, see especially the remarks of Mr. Alexander Lachlin, Local Superintendent of Schools in the County of Elgin, on page 190 of this Volume, and of Mr. I. A. Murdock, Local Superintendent of Schools in the Township of Bathurst, and also a personal note of mine on one of the pages of this Volume relating to Public School Libraries.

and Arts in all of their departments and applications; of Manufactures, in their diversities and pursuits, of Literature, and Travels, in all of their endless charms and adventures, and of Practical Life in all of its interesting conditions and phases, cannot but contribute largely to increase the enjoyment and intelligence of great numbers of people, and to promote the intellectual and material progress of the Country. This great work, however, is only commenced; what has been done in some places may be done in others, and the attainment of our Country's destiny will only be reached when every neighborhood will have its good School and its appropriate Library, and when every Child will be taught in the one, and relish the perusal of Books in the other.

XIV. *Table N.—School Maps and Apparatus.*

1. Table N, shows the amount which has been expended in furnishing Schools with Maps, Globes, and a variety of Apparatus, as well as a number of those essential helps, which have been despatched by the Department to various Schools and Municipalities. The value of the Maps, and kindred articles, purchased and supplied to the Schools in 1857, was £4,529 11s. 5d.,—being an increase of £2,199, or about one-half, on the amount of the purchases and supplies of the preceding year. The number of articles sent out was as follows:—Maps of the World, 245,—increase 109 on the number sent out the preceding year; of Europe 437,—increase, 171; of Asia, 353,—increase 152; of Africa, 316,—increase 131; of America, 376,—increase, 154; of Canada, 421,—increase, 144; of British Isles, 515,—increase, 319; of the Hemispheres, 405,—increase, 138; Classical and Scriptural Maps, 330,—increase, 252; other Maps and Mounted Charts, 886,—increase, 694; Globes, 261,—increase 158; complete sets of School Apparatus, 38,—increase 24; Orreries, 20,—increase, 10; Tellurians and Lunarians, 17,—increase, 2; Numeral Frames, 95,—increase, 55; Geometrical Forms and Solids, 1,057,—increase, 976; other Apparatus, 328,—increase 187; Natural History and Phenomena, (Object Lessons), 6,989,—increase, 1,943; Scriptural History, 3,818,—increase, 2,338; other Object Lessons, 2,002,—increase, 1,686; National Tablet Lessons, 7,940.—increase, 3,214; other Tablet Lessons, 1,686,—increase, 745; Prints and General Rules, 3,396,—increase, 2,605; Volumes of Books for Prizes, 2,557.

2. The increase under all of these heads is gratifying and unprecedented. It is also worthy of remark, that the Maps are all mounted, and several of them published in Toronto; and the Orreries, Tellurians, Geometrical Forms and Solids, some of the Globes, and nearly all of the other articles of School Apparatus are of Canadian Manufacture,—the principle adopted by the Department being to import nothing, which can be produced in the Country, and to procure every needful Model, and hold out every possible inducement for its domestic manufacture.

XV. *Table O.—Superannuated Teachers.*

1. Table O, contains a list of all the Superannuated, or Worn-out, Common School Teachers in Upper Canada, who have been placed in receipt of Pensions for long service by the Council of Public Instruction. The number of this deserving class of Persons on the list of Pensioners, up to the end of 1857 was 137,—131 males and 6 females,—the average age of whom was 65 years, and the average length of service as Common School Teachers in Upper Canada, (independent of service in other Countries,) was 22 years.

XVI. *Tables P, Q, R, S, and T.*

1. Tables P, Q, R, and S, contain various important Summaries of preceding Tables. Taken together, they present a bird's eye view of the operations of the School System during 1857. They are as follows:—

2. *Table P* shows how far each County, City, Town, and Village in Upper Canada has participated in the Legislative Grant for the following purposes, videlicet: (1)

Common Schools. (2) Grammar Schools. (3) Public Libraries. (4) Poor Schools. (5) Normal School. (6) Superannuated Teachers. For these various purposes, including £2,264 for, (7,) Maps and Apparatus, as per Table N, (not included in Table P,) the proportion of the Legislative Grant distributed to the various Municipalities in 1857 amounted to £49,925. As an equivalent there was raised, from local cources, for the various objects named above, including Maps and Apparatus, £66,891.

3. *Table Q* shows the total sum raised and expended in Upper Canada for the purposes of education during 1857, videlicet:— (1) for Common Schools, £303,040; (2) for Grammar Schools £19,176; (3) other Institutions, (including Colleges, etcetera), £41,907; Superannuated Teachers, Libraries, Poor Schools, etcetera, £9,692; grand total, £373,816, or an increase in the general Expenditure over that of 1856, of £37,624.

4. *Table R* is a General Statistical Abstract, exhibiting the comparative state and progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal, and Model Schools, during the years 1843 to 1857, inclusive. This Table has been compiled from Returns in the Education Department.

5. *Table S*, is a Statement in detail of the Legislative Apportionments and payments: (1), to Common; (2), to Separate; (3), to Grammar, and (4), to Poor Schools.

Table T contains, in a series of Statements, the several accounts of the Receipts and Expenditures of the Education Department for 1857, as required by law,—details of which were sent in Quarterly to the Auditor of Public Accounts.

XVII. *Educational Museum and the School of Art and Design.*

1. In my last Annual Report, I stated what were the provisions of the School Law relative to the Educational Museum, and the steps which had been taken to give it effect. I also gave a list of the Objects of Art and other articles which had been collected, and an account of the Government Educational Museum and School of Art and Science at South Kensington, near London, and its branches in the chief Provincial Towns throughout the United Kingdom,—instructions in Art and Drawing, now forming a branch of the Government System of Popular Instruction in the Mother Country. It was intended to incorporate the same object with our Public School System, when the Legislature in 1849 appropriated Five hundred pounds, (£500,) per annum for the establishment and support of a School of Art and Design in connexion with the Provincial Normal School, and when, on the erection of the present Normal School Buildings in 1851, two Rooms were provided and destined for the School of Art and Design. But nothing further has as yet been done to give practical effect to that object, beyond the collection of Casts, Paintings, Drawings, and Models which have been made, and which constitute a considerable part of the Educational Museum.* Upper Canada ought to have at least one Art School, and, in no other way, could such a School be established at so little expense and to so great an advantage as in part of the Normal School Building, and in connexion with the other Provincial Schools. Such a School cannot be established and sustained by any private party; nor is it likely that more than one such School will be required in the Country for some time to come. But such a School, in which the services of the Drawing Master in the Normal and Model Schools can be made use of, and in which all who wish to study Art can have instructions and examples in Drawing, Modelling, and Painting, is an object of no small public importance as well as National pride.

2. In addition to the Map and Libraries Depositories, the Educational Museum consists, in brief, of the following Objects and Articles:

3. (1) A large collection of School Furniture and Apparatus, both imported and of domestic manufacture,—including School Furniture, Globes, Orreries, Tellurians,

* See, on this subject, Chapter XI. of the preceding Volume of this Documentary History.

Geometrical Forms and Solids, Mechanical Powers, Chemical and Philosophical Apparatus, etcetera. Municipal and School Authorities can procure any of the articles in this Collection at the prices marked, and will be allowed one hundred per cent. on their remittances to aid in the purchase of them for Public Schools. Private individuals can procure such of them from the Manufacturers of such things as are manufactured in Canada. In this way they are accessible to private families, as well as to the Public Schools.

4. (2) Casts of Antique Statues, and Busts of the most illustrious Greeks and Romans; Casts of some of the works of the most celebrated modern Sculptors, and of the Busts and Statuettes of many Men and Women distinguished in English and in European History; Knights in Armour; Architectural Casts and Engravings, illustrating the decorative styles and ornaments characteristic of Greek, Roman, and Gothic Architecture; also a variety of other Models for drawing and modelling.

5. (3) Copies of paintings by the Great Masters of the Italian, Flemish, Dutch German and French Schools.†

6. Thus the Educational Museum, in which upward of 2,000 objects are collected, contains specimens of the latest improvements, which the experience of both Europe and America has suggested, in the fittings of School-houses, in the teaching of Arithmetic, Geography, Astronomy, Natural History, Chemistry, Physics, Mechanics, Drawing, etcetera, and Casts, or copies, of which have been considered most attractive and instructive in European Museums of Sculpture and Paintings.† The space for the Paintings of the Old Masters of the Art being limited to two Rooms, and these having only side lights, they are necessarily crowded, and some of them have the disadvantage of not being placed in a good light, but this is trifling in comparison to the convenient arrangement and value of the whole typical Collection.

Of late years an additional Story has been added to the Building and provision has been made in it to provide better lighting from above. "What is said in the Official Report of the Government Educational Museum in London, is true of ours:—"The Offices of the Department and the Training Schools are under the same roof as the Museum, which, while it will be a source of rational recreation to the general Public, will, also, it is hoped, be an important agent of instruction to the Students."

7. It has been justly observed, by a Writer on this subject, that "It is desirable to preserve original and precious works of Art in a great central Museum in the Metropolis; yet Provincial Museums should be furnished with casts of the Sculpture, and copies of the Pictures, Electrotypes of the Bronzes, and such transcripts, or imitations, of other Works of Art as could most readily be made by a staff of Artists employed in the Museum for that purpose." By means of Casts, all the beauty of form of the original is rendered with such perfect fidelity, that they may be termed in every respect, except material, duplicates of the original works. This system has been acted upon at Berlin, so as to form the most perfect collection of Casts in the World, illustrating the whole history of Art during a period of three thousand years." "Casts can be had of the Busts of great Men of nearly every age, at a cost which renders it easy to form such a Collection, and the youth pursuing their studies might contemplate, from time to time, the images of the great, the learned, and the benefactors of mankind. Students occupied with the study of History, might see each page illustrated by the ancients themselves,—Grecian History by Greeks, Roman History by Romans. The Arms, Dresses, Instruments, Utensils, in fine, nearly every thing which it is thought so important to read about in our Seminaries of Learning, might be rendered as familiar to the eyes of the Students as the description of them is to

*A full detail of the Contents of the Educational Museum is given in Chapter XII of the preceding Volume of this History.

†As to how the Museum was depleted in 1881, see Appendix to Chapter XII in the preceding Volume of this History.

their thoughts, and this without difficulty, and at a cost which is absolutely trifling, when the benefits to be conferred are estimated.* While truer ideas on all these subjects would thus be formed, taste, and that appreciation of the Arts, which ought to be an accompaniment of our civilization, would take the place of the absence of both, which we are painfully called upon to acknowledge."

8. The Educational Museum is open to the Public without charge. Large numbers of Travellers from England and the United States have visited the Museum, and expressed very great satisfaction at the Collection of School Apparatus and Objects of Art, as have many persons from various parts of Canada.† I may here repeat, what I have heretofore stated, that a Collection of such Objects has double the value in Canada that it possesses in any City, or Town, in Europe, in nearly every Country of which Treasures of Art abound in the Royal and Ducal Palaces, National Museums, and private Mansions, all of which are opened to the Public with great liberality, and even there, where the facilities of travelling are so great, the Public Museums are so numerous, and the different Countries so near to each other, yet many Travellers, not content with having seen and contemplated the original Objects of Art themselves, purchase copies of the most famous Paintings and Casts, or Sculptured, or Bronze, copies of the most celebrated Groups, Statues, Busts, etcetera, for the gratification of their own tastes and the ornamental furnishings of their Mansions. But in Canada, where there are no such Art-treasures, where we are so remote from them, where there is no private wealth available to procure them to any extent, and comparatively so few can visit them in Europe, a Collection, (however limited,) of copies of those Paintings and Statuary which are most attractive and instructive in European Museums, and with which the trained Teachers of our Public Schools may become familiar, and which are accessible to the Public from all parts of the Country, cannot fail to be the means of social improvement, as well as of enjoyment, to great numbers throughout Upper Canada.

XVIII. *Extracts from the Reports of Local Superintendents.*

1. In the Extracts from the Reports of Local Superintendents of Schools, (which will be found in this Report,)‡ is presented what is unfavourable, as well as what is favourable, in the state, progress, and working of the School System in the Townships, Cities, Towns, and Villages in Upper Canada. If, in one Municipality, or School Division, proper School accommodations and appliances are provided, a good Teacher, or Teachers are employed, a Library is established and read, the attendance at School, or Schools, is large, and everything indicates mental activity and progress, and if, in another Municipality, or School Division, the reverse of all this is stated, every candid and intelligent Reader will know whether such difference is attributed to the Law, or to the People themselves in different Municipalities.

2. These Extracts from local School Reports are a portraiture of the doings of the People to educate their Children, and contribute to establish and illustrate the following facts:—

(1) That the School Law is based upon the principle that it is right and the office of the People to educate themselves; that the Education Department, with all it provides, is only a help to local effort; that the inhabitants of each Municipality and School Division are invested with power to educate their Childern in their own way, and are worthy of prase, or blame, are benefactors, or enemies, of their Country and

* This is equally true as applied to the case of Historical and other Pictures in a School Room, as the Editor of this History has suggested in an Address on "School Room Decoration."

† See note on page 132 of the preceding Volume of this History, and also Chapter XX of this Volume.

‡ These extracts are too voluminous to be reproduced in this Volume. They can be seen in the Appendix to the Journal of the House of Assembly for 1858.

posterity, as they rightly exercise, or neglect to employ, the powers which the School Law places in their hands.

(2) That the Religious rights of each Pupil and its Parents, or Guardians, are inviolably protected; that, during the last, any more than during previous years, no instances of proselytism, or of attempt at proselytism, has occurred, while it appertains to the elected School Authorities in each School Division to have such Religious Exercises in their School, or Schools, as they desire. (For Official Regulations on this subject, see page 250 of the Eleventh Volume of this History.)

(3) That, in those instances, in which the School, or Schools, are reported to be in an unsatisfactory state, the painful fact is in no case ascribed to the defective provisions of the Law, except in the reiterated desire expressed for its amendment, and for the establishment of Free Schools, apart from any local vote of the Rate-payers.

(4) That, notwithstanding the indifference in some neighborhoods and Municipalities, and the unfavourable circumstances of the inhabitants in any new Townships, and the difficulties incident to the administration of a Law, not by learned Judges, but by upwards of ten thousand plain Trustees and other Municipal and School Officers, the progress of the School System, as a whole, is greater than that of any other Country, and greater in 1857 than during any preceding year.

XIX. *Religious Instruction in the Public Schools.*

1. Man has a higher destiny than that of States; for they are born, and live, and die upon the Earth,—Man survives the Earth, and is created for higher employments and higher distinctions and happiness than the Earth affords. It is not State Legislation that makes known to Man his high destiny, nor State Law that qualifies him for it. It is Religious truth that reveals to him his immortal nature, and provides the proper food for its nourishment and perfection. Religious Instruction is, therefore, an essential part of the education of every human being. The absence of Religious Instruction in youth is the precursor of the absence of Religion in manhood. It is, therefore, alike the Divine Command and the instinctive dictate of enlightened piety, "to bring up Children in the nurture and admonition of the Lord."

2. There is then no difference of opinion; there is no question, as to the necessity and importance of Religious Instruction for the youth of the Country. But the question is, to whom is the Divine Command to provide for it given,—to the Parent, or to the State? It is clearly the duty of the State to provide for the security of life and property, and, therefore, to punish all crime that endangers the one, or the other. It is clearly within the province of the State to provide for its own safety, and to do much for the well-being of Man in his temporal and social relations; and, as education is essential to the security of Government, the supremacy of Public Law, and the enjoyment of Public Liberty, as well as to the individual interests of the members of the Community, it becomes the duty of the State, or of the People in their civil capacity, to provide for it. This the State can do, this is within its legitimate province; this is the common interest of all as men.

3. But, as there is a destiny, so there is a mission higher than that of States. The State is not the individual Parent of the Child, nor is the State the Christian Church; nor was it intended to supersede either the Parent, or the Church. The functions of the Parents and of the Church are prior to, and above, those of the State. It is not to the State that the Divine Command was given, to "preach the Gospel to every creature," and "bring up Children in the nurture and admonition of the Lord." Although Religion is essential to the welfare of the State, and even to the existence of civil government and civil liberty, the State is not the Divinely appointed Religious Instructor of the People. Nor can the State perform that work without determining

the kind of Religious Instruction to be given, and appointing the Religious Instructor. This may be done where the State is the Church, and the Chuch is the State, as in the Roman States of Italy, and of Turkey; but it is at the expense of all civil and religious liberty on the part of the People. It may also be done where but one form of Religion is established and supported by the State, and where the Clergy are Officers of the State; but, in such circumstances, there is no provision for Dissentients, educationally, or religiously, except at the expense of their Religious rights and convictions. In none of these cases is there any instance in which civil, or Religious, freedom has been enjoyed, or the People of a Country educated; on the contrary, in every instance, the mass of the People have grown up in ignorance, and, in most instances, a government of absolute and oppressive despotism has prevailed.

4. There remain three other alternatives. The *First*, is to do, as has been done in some of the neighbouring United States, to ignore Religion altogether in a system of Public Instruction; an example that I should lament to see followed, or even to think of as necessary, in Upper Canada. The *Second* is, to commit the Public Schools to the care of the Religious Denominations, as has been attempted in England, where £600,000 Sterling is granted by Parliament for Elementary Education, and where there are only some 700,000 children in the Schools, out of upwards of 4,000,000 Children of school age. The *Third* alternative is, for the State to provide for the education of the youth of all Religious Persuasions in secular subjects, and, at the same time, to provide facilities by which such Religious Instruction may be given to the Children of each Religious Persuasion as desired, and as provided for by their respective Parents and Pastors. This is the System of Schools which was proposed and established for Ireland in 1831, but which now exists in only 1,600 out of 5,000 Schools aided by the National Board of Education in Ireland. This is the System of Schools which has been established in Upper Canada, and which now prevails, with the single exception of the 104 Separate Schools. In this System of Schools, (as was the case in Ireland in regard to all the National Schools, the Commandments are taught, the Daily Exercises of the School are allowed, and recommended, to open and close with the recognition of Almighty God, in such form of Thanksgiving and Prayer as the Authorities of each School prefer, but no Pupil is compelled to join in them, contrary to the wish of his Parents, or Guardians; the rights of conscience, in regard to each Child, are equally protected; each Parent's authority and wishes are supreme on the subject, and provision is made by which each Child may receive Religious Instruction according to the wishes of his Parents, or Guardians, and from his own Pastor, or his Authorised Representative. The Authorities of each School decide what Version of the Scriptures shall be read at the opening and close of the Daily Exercises of the School, or whether any Version shall be used. The Form of Prayers prepared for the convenience of Local School Authorities, who wish to use them, consists of Collects and Petitions, which are used alike in both Roman Catholic and Protestant Churches; but, it is at the discretion of the Authorities of each School to use that, or any other form of Prayer, they think best. There is no compulsion in the matter; nor has the State any right to compel in matters of Religion. The State aids Parents in the teaching of their Children the secular subjects of a necessary education during six, or seven, hours each week-day, but the Religious part of the education of Children, as well as their food and clothing, and their education during more than two-thirds of each week-day and the whole of Sunday, must rest exclusively with Parents and their Clergy, who, both by the injunctions of Scripture, and their respective Books of Faith and Discipline, are required to teach their Children their Catechism, and "bring them up in the nurture and admonition of the Lord."

5. The best legal provision has been made to procure good moral character, as well as competent literary qualifications, in Teachers of the Public Schools; and, if any thing more can be done, in respect to the Religious Instruction of the Pupils, without infringing upon the rights and duties of Parents, it should be done. The Council of

Public Instruction has adopted the avowed principles of the Irish National System as the basis of its action in this important matter, and has proceeded with the utmost caution, according to the feelings and wants of the Country. The first step was taken in October, 1850, after the passing of the general School Act of that year. The second step was taken in February, 1855, after my consultation with enlightened friends of Education of all parties in all Counties of Upper Canada. The third step was taken in April, 1857,* and, on application of a Roman Catholic Clergyman, who afterwards expressed his satisfaction with the Minute adopted, as have all the Protestant Clergymen, with whom I have conversed on the subject.

6. The Official Regulations in regard to Religious Instruction in the Public Schools, was adopted by the Council of Public Instruction, on the 5th day of August, 1850.†

XX. *Provisions of the Law in regard to Separate Schools.*

1. A short time since I prepared for the information of Members of the Legislature and of the Public at large, a "Special Report on the Separate School Provisions of the School Law of Upper Canada," in which I gave an account of the origin and nature of these provisions in both Upper and Lower Canada, since 1841,—compared them as existing in both sections of United Canada,—and showed their operations.‡

2. Shortly after the preparation of that Report, the question was discussed at length in the Legislative Assembly, on a proposition to repeal the Separate School provisions of the Law for Upper Canada. Three things are remarkable in that procedure: 1. The largeness of the majority by which it was resolved to retain the existing provisions of the Law in regard to Separate Schools, including, with one or two exceptions, the whole of the Members of the Legislature from Lower Canada, of all parties. 2. The absence of any complaint, or even assertion, on the part of any Member of the Legislative Assembly, that the Separate School provisions of the Upper Canada School Law were not as liberal as those of the School Law of Lower Canada. 3. The absence of any demand from any party, or Member, for further concessions, or provisions, in support of Separate Schools. In another Debate, which took place early in the Session, it was also admitted and avowed by the leading Members of the Legislative Assembly from Lower Canada, that the people of Upper Canada were the rightful and proper judges of their own System of Public Instruction, as are the people of Lower Canada of their Educational System.

3. It is needless for me again to discuss the subject at length in this Report. The facts and reasonings of my Special Report never have been answered, or called in question. I will only say a few words here to prevent misconception, and offer two, or three, remarks for the consideration of all parties.

4. I think it was a grave mistake, though dictated by the best motives, to introduce the principle of Separate Schools at all into the School Law for Upper Canada and Lower Canada in 1841.¶ The equal protection of all parties and classes in the Public Schools was provided for, and no party had any right to claim more. Had the principle of combined education been then laid down and maintained, as an essential element in the System of Public Education in all the Public Day Schools of United Canada, much painful discussion would have been prevented, even if the operations of the School System would not have advanced more rapidly. Combined Education was an essential principle of the Irish National School System, when established in 1831, but it was, from time to time, relaxed, and formally given up in 1840, since which

* See page 144 of this Volume.

† These Regulations will be found on pages 197, 198 of the Ninth Volume of this Documentary History.

‡That Report is published in Chapter XXVI of this Volume.

¶ In the History and Legislation of Separate Schools in Upper Canada, the Editor of this Documentary History has given, chiefly in the words of Sir Francis Hincks, (in a Letter to him,) the reason which led to the adoption of the principle of Separate Schools in the School Legislation of 1841. See pages 16-18 of that Publication.

time, the Mixed Schools, vested in the National Board of Commissioners, have perhaps rather diminished than multiplied, and the non-vested, or Denominational, Schools have been almost exclusively established. It was in the year after the giving up of the principle of combined education in Ireland, as a concession to the Presbyterian Synod of Ulster, that the principle of Separate Schools was introduced into the School Law of United Canada. From 1841 to 1851, it was little more than a dead letter, so far as it related to Upper Canada; but, almost simultaneously with the commencement of an agitation in Upper Canada to abolish the Separate School provisions of the law, was the condemnation of Mixed Schools, and the avowal of Separate Schools, as a Dogma by the Authorities of the Roman Catholic Church. With such rigour has this Dogma been maintained and applied in Upper Canada, that Episcopal authority has declared, that "Catholic Electors in this Country, who do not use their electoral power in behalf of Separate Schools, are guilty of mortal sin; likewise Parents, who do not make the sacrifices necessary to secure such Schools, or who send their Children to Mixed Schools."

5. The question now is, shall the Separate School provisions of the Law be repealed, and the Separate Schools abolished, or shall the Law and School System remain inviolate in this respect? I think it is only under one, at least, of three conditions, that the abolition of these provisions of the Law could be justified. The *First* is, the abuse, or perversion, of them by the parties for whom they have been established. These parties have made no efforts during the year to destroy the Public School System of this Province, but have applied themselves to the support of Separate Schools with more success than have the Supporters of Dissentient Schools in Lower Canada, although the Protestants in Lower Canada are more numerous and wealthy than are the Roman Catholics of Upper Canada. The *Second* condition, which would justify the abolition of the Separate School provisions of the Law, would be their injury to the general interests of the Public Schools, and to the progress of the education of youth. The General School System has advanced more rapidly in Upper Canada than in any other Country, and more rapidly, since 1850, than ever before. In some portions of the rural districts, the establishment of a Separate School may enfeeble, or injure, the Public School, as all the Pupils and resources of the School Section are only sufficient to provide for one efficient School. Both such cases are of rare occurrence. The Separate Schools are chiefly established in the Cites and Towns, in none of which have I learned that education has been impeded, or the Public Schools injured, by the establishment of Separate Schools: nor has a Resolution, or Memorial, been adopted by the Municipal Council, or inhabitants of any one of the Cities ,or Towns, where Separate Schools are chiefly established, complaining of their operations, and praying for the abolition of the provisions of the Law permitting their establishment. Toronto, Kingston, Hamilton, London, Ottawa, Perth, Brockville, Belleville, and other Towns are directly interested, and most competent to judge on this subject; yet not one of them has requested the abolition of the Separate School provisions of the Law, or complained that the progress of education has been impeded in their Municipality by the existence of Separate Schools. The *Third* condition, justifying the abolition of the Separate School provisions of the Law, is the request, or consent, of the parties for whom the Law has been enacted. Should the Roman Catholics, through any of their recognized organs of communication, request, or intimate, a consent for the abolition of the Separate School provision of the Law, I should rejoice at it; but I do not think that justice, or precedent, would authorize, without their consent, the abolition of Corporate rights and powers, which they have enjoyed for nearly twenty years, and in the exercise of which they have erected and acquired a large number of School Houses, and established upwards of 100 Schools. I think the faith of Parliament should be maintained with those parties, who have been incorporated and enabled to establish Denominational Schools, as well as with those who have been incorporated and enabled to establish and maintain Denominational Colleges.

6. However, then, it may be regretted that the principle of Separate School Education was admitted into Common School Law, I see no justifiable ground for depriving the Roman Catholics of the legal rights and powers which have been granted them, and which they are unwilling to relinquish, though they are the chief, if not the only, parties that suffer various disadvantages from placing their Children in inferior Schools, and isolating them from the rest of the youth of their own age, with whom they have, afterwards, to act in the social, civil, political, commercial. and other business affairs of life. Isolated from the rest of the Community during the whole period of their education, they enter into the connections and competitions of business, and compete for elective and other public distinctions, almost as strangers, and aliens, and foreigners, in the very place of their birth. In isolating their Children from intellectual competitions and friendships with the other Children of the land during their School-boy days, Roman Catholic Parents place their Children at the greatest disadvantage in commencing the race, and pursuing the prizes, of life. It is on this account, and almost on this account alone, that the existence of Separate Schools is to be regretted. But, if the parties to whom the power of establishing Separate Schools has been given, will not relinquish it, I do not think that coercion is advisable, or that it can be employed without aggravating what it is desired to remedy.

7. I know not that more could have been done than was done in successive Acts, to prevent the necessity, or even desire, for Separate Schools. The rights of conscience of all parties were equally and effectually protected by law; a Roman Catholic Prelate was a Member, and elected Chairman, of the Provincial Board of Education; he was an assenting party to the General Regulations for managing the Schools. No instance of proselytism occurred in the Schools, or, to my knowledge, has occurred in them to this day; in not one of the Cities, or Towns, of Upper Canada were there Religious Exercises, or the reading of the Scriptures, or any other than the National School Books in the Schools; and, as I have shown in former Reports, a fair proportion of Roman Catholic Teachers were employed in the Public Schools. Yet, under these circumstances, have Separate Schools been established in all of the Cities and Towns, and the Roman Catholic youth have been isolated from their fellow youth of other classes of the Community, and the Roman Catholic electors have lost the right of franchise, (but which they can reclaim at any time), in the election of Trustees for Public Schools. The result has been, in regard to the Public Schools, the introduction of the Bible, and Prayers in most of them, and a great improvement in their character, efficiency, and School-house accommodation. If any disadvantage had arisen to the Public Schools from the establishment of Separate Schools in any of these Municpalities, I dare say complaints would have been made by them, in some form, to that effect. The disadvantage, in both an intellectual and pecuniary, as well as in a social and civil, point of view, appears to me to be altogether on the side of those who voluntarily isolate themselves from the rest of their fellow Citizens. But I think that experience and persuasion, and not coercion, are the best arguments, under the circumstances, to remedy the evil self-inflicted by Roman Catholic Parents upon themselves, and upon so many of their Children. It appeared in evidence before the Select Committee of th House of Lords, on the System of National Education in Ireland, that there was no difficulty whatever in educating Protestants and Roman Catholic Children together, where Parents and Children were left to themselves; and I believe that most Roman Catholic Parents in Upper Canada desire to have their Children educated in connection with those with whom they will be connected, and have to do, in after life, and the comparatively few, who have been induced to do otherwise, will probably see their mistake ere long, and do what is best for their own interests, as well as for the interests of their Children.

General Remarks.—Objections Answered.

1. The Law which requires the Chief Superintendent: "to make annually to the Governor a Report of the actual state of the Normal, Model, and Common Schools

throughout Upper Canada, showing the amount of moneys expended in connection with each, and from what sources derived," requires him also to make "such statements and suggestions for improving the Schools and the School Laws, and for promoting education generally, as he shall deem useful and expedient."

2. In the previous pages of this Report, I have incidentally offered several suggestions for the amendment of the Grammar School Law, and the promotion of education generally. In some of the details of the Common School Law I think the language could be rendered more clear and explicit, and, in two, or three, instances, the provisions could be made more simple; but, taken as whole, every year's experience affords fresh proof of the simplicity, the economy, the acceptableness, the efficiency and success of the Public School System. (On this point, we have the united testimony of various Local Superintendents). If the Public School System, (I speak here of the Law,) were as perfect as the Bible itself, there would not be wanting opponents to it; there would still be those who would wish its overthrow, or who would think that they could greatly improve it.*

3. I am very far from supposing that the provisions of our School Law are perfect. On the contrary, I think that, as society advances, and as the School System becomes more and more developed, material improvements can be made in it to meet the new wants of the progressive civilization of the Country, and to blend with our Municipal Institutions, which are being modified, and which have recently been very greatly improved. This has been the course hitherto pursued in the preparation and passing of short Bills from time to time, containing such additional, and modified, provisions as the progress of the School System and the new wants and Institutions of the Country seemed to demand. I have endeavoured to acquaint, and keep, myself acquainted, with the character, modifications and actual working of the systems of Public Instruction in other States and Countries, and to borrow and adapt whatever appeared suitable and advantageous to Upper Canada. I have watched the progress of our own Institutions, and have sought to penetrate and analyse the elements of Canadian society, to provide, as far as possible, a supply for its varying and felt intellectual wants, and to suggest, when required, such improvements, as the state of society and the circumstances and Institutions of the Country would permit.

4. For these purposes, I have made it a practice once in five years to visit other Countries, both in Europe and America, so that, by inquiring into their educational Institutions, progress, and condition, I might ascertain and adopt every useful improvement which they had made, and guard against attempting any experiments which they had tried and found to be unsuitable. In addition to my daily Correspondence, and frequent personal intercourse with Persons from various parts of the Province, I have from time to time, made a Tour of the Country, in order to learn the experience and views and wishes of the practical and intelligent inhabitants as to the working and defects of the School System, and as to amendments and improvements to be made in the existing School Law and Regulations. The additional provisions, in the Supplementary School Act of 1853, and the modifications of the Separate School provisions of the Law contained in the Fourth Section of that Act, were not recommended by me to the Government, until after a free and unreserved consultation on the subject at a Public Convention held in each County of Upper Canada

5. Each successive year's observation and experience have strengthened my conviction, that great good would result from the appointment of one, or more, General Inspectors of Schools, to hold Teacher's Institutes in the several Counties, and confer with the Local Superintendents of Schools, as to improved and uniform modes of inspecting the Schools, furnishing, organizing, and conducting them, etcetera;—a mode of proceeding which I believe would be much more beneficial than depriving the Municipal Councils of the power of appointing the Local Superintendents and transferring it to a

* Especially Mr. Angus Dallas, as may be seen on reference to Chapter XVIII. of this Volume.

Central Authority; but I think that taking away from the Municipalities any of the powers which they possess in school matters, or any attempts to coerce the Municipalities, by either restrictions, or requirements, would not only be an infringement of rights as sacred to each Municipality as the rights of self-government are to the Country at large, but would be a blow at the educational and social progress of the Country. The power of local and combined efforts among the people for local objects and improvements, is the essence of our Municipal System, and is one of the most powerful levers for the Country's material advancement that have ever been created. This same power, voluntary and unrestricted, is the main-spring of our School System, and that which peculiarly distinguishes it from European and American Systems of Public Instruction, and accounts largely for its greater simplicity, economy and success.

6. The rational objection is not that the people are municipally invested with too large powers for the education of the rising generation, but that those powers are still too limited to enable them to accomplish the great object desired,—the education of all the youth in each Municipality. If ignorance is an evil to society, voluntary ignorance is a crime against society. And if society is invested with power to relieve all from the evil of ignorance by providing for the education of all, the safety and interests of society, no less than the mission of its existence, require that it should be able to suppress and prevent the crime of voluntary ignorance by punishing its Authors. If idle mendicancy is a crime in a Man of thirty years of age, why is not idle vagrancy a crime in a Boy of ten years of age? The latter is the Parent of the former. Why is not crime prevented by being punished and suppressed in its commencement, rather than be allowed to advance to the completion of manhood—ignorance, mendicancy and even theft, before being punished?

7. In most European Cities, except those of the Roman and Neapolitan States, Street mendicancy, and especially idle mendicancy, whether in young, or old, is a crime punishable by law; and, in many Cities of Europe, and in several States of Germany, and Cantons of Switzerland, as also in some of the Cities and Towns of the neighbouring States, voluntary ignorance and idle vagrancy in youth is not less a crime, as it is a still greater evil to society. Why should it not be held as a crime, as well as an evil, in the Cities and Towns, and Incorporated Villages of Upper Canada? If society voluntarily and patriotically taxes itself to provide a Free School for all the youth who will voluntarily enter it, why should it be prevented from sending to a School of Reform, labour and instruction, those who will enter no School, Public, or Private, who pursue no labour, but who are habitually committing the crime of idle ignorance and vagrancy, if not practising all kinds of vice? If Parents cannot, or will not, prevent such crime in their own Children, ought not society to do so? Ought it not to do so, and be empowered to do so, upon the double ground of self-protection and common humanity?

8. Some have objected to our School System as a failure, because in Cities and Towns where the Citizens have employed their discretionary power to establish Free Schools, there are yet numbers of vagrant youth who enter no School.* Others have even charged the Public School as a source of crime, because in the very Cities, (especially in the City of Toronto,) where the doors of noble School Houses are freely open to all, juvenile vagrancy and crime exists. Such objections can only proceed from very superficial observation, or from very narrow partizanship. With just as much reason might Christianity be objected to as a failure, because so many accept not the blessings it freely offers them, and enter not into the Churches which it freely opens to them. And are the Churches chargeable with being the sources of crime, because it exists among both young and old, within the sound of their Bells, and even within sight of their portals? If the Church-goers were the vicious characters, and the non-church goers the virtuous, then indeed Churches might be charged with being hot-beds

*This is the objection urged against the Free Schools of the City of Toronto by Mr. George A. Barber, its Local Superintendent. See a subsequent Chapter on the Proceedings of Municipal and School Corporations in this Volume.

of crime, and church attendance a School of vice. But every one knows the very reverse to be the case. So, if the youth who attend the Schools constituted the juvenile vagrants and thieves in our Cities and Towns, and those youth who never enter the Schools constituted the virtuous youth of such Municipalities, then would there be some semblance of truth in the charge, that our Schools are nurseries of vice, and attendance at them is a danger to faith and morals. But it is perfectly notorious that the juvenile criminals of our Cities and Towns are those who are strangers to the Schools, while there is not, as far as I have learned, an example of a youth who is, or ever has been, for any considerable time, a regular Pupil at a Public School having been judicially convicted, or arraigned, for crime. It is from the non-attendants at School among the youth, as it is from the non-church goers amongst the grown-up population, that, as a rule, our Prisons and Jails are filled, and our criminal statistics are supplied.

9. Another illustration of the injustice and absurdity of such imputations upon our School System and Schools is furnished by the facts, that, in Toronto, (which has been selected as the strongest proof of the failure and vicious character of our Public Schools,) there are Denominational Schools, and from the most reliable information, I believe, that five-sixths, if not nine-tenths, of the juvenile vagrants and criminals of the City appertain to these sections of the population, by whom, and for whose youth the Denominational Schools have been provided.

10. Then, as to the proportion of youth in our Cities and Towns that are under school instruction, it might be shewn to be larger even in the City of Toronto itself, than in any City, or Town, in Europe, where Denominational Schools alone are established ,or aided by the State. But this will be shown presently as to the whole Country, by a comparison of statistics. Let any one, who was acquainted with the former wretched state and character of the Common Schools in our Cities and Towns, visit them now, and compare the school accommodations, the character and qualifications of the Teachers, and the methods of teaching and discipline, with what formerly existed, and he cannot fail to be struck with the vast change for the better, which has been effected in the course of a few years.

11. If the Clergymen, (who are by law *ex-officio* Visitors of the Schools,) of each Religious Persuasion in each City and Town, were to make it their duty, (assisted, perhaps, by a Committee,) to visit each of the poor and negligent Members of their respective sections of the Community, and use their influence with such Persons, on behalf of sending their children to some School, what additional and important progress would be made in the Education of the mass of our City and Town population. This is not the work of the Schoolmaster, or of the School; it is the work of the Clergy and Parents, and other Members of each Religious community, to gather to the Schools from the highways and hedges, the prodigal children, of their prodigal brethern. How much more worthy is such a work for a Clergyman, or a Merchant, a Magistrate, or a Judge, than inditing charges against the Public Schools for not doing what belongs to others to do. The Clergy, and Legislators, and Judges, and Magistrates, and Merchants, and Trademen, have much to do in their individual capacity, as well as the School and the Schoolmaster, in educating all,—even the poorest Members of the community The Cities and Towns, through their elected Board of School Trustees, have made immense progress in a short time; the Teachers and Schools are nobly fulfilling their functions; it remains for others, instead of contenting themselves with the easy task of fruitless regret and criticism, to join with the friends of humanity of all Religious Persuasions, to bring every neglected and vagrant Child to a School of some kind. To educate the youth of all classes requires the indîvidual,—as well as official, co-operation of all classes.

12. To the most selfish objection, that the rich are taxed for the support of Schools, frm which they receive no direct benefit, it may be replied, that the whole Country has been indirectly taxed for hundreds of thousands of pounds which have been expended in providing University Education for a few hundreds, and in providing Gram-

mar School Education for a few thousands, of, (as a general rule,) the more wealthy classes of society. Is it any more than reasonable and just then, that these favoured classess should contribute to the elementary education of the more children of their less favoured fellow-citizens? Besides, the education of all the youth of a Country, is a national object, a national, as well as an individual, interest, a national duty; and to every national object and interest each citizen should contribute according to the property which he possesses, and which is protected for him in the Country. Every man should bear the burden of every state interest. "according to that which he hath, and not according to that which he hath not."

13. It has also been objected that the System of Public Schools interferes with parental rights. Nothing can be more unfounded and absurd than this objection. The very object of the Public School System is to enable Parents "to educate their children in their own way," to aid them to do more for their children than they could otherwise do,—recognizing everywhere, and at all times, the sacredness and supremacy of parental authority, and even aiding the objects of its discretionary exercise in respect to the Religious Instruction of children, while it provides for their secular instruction. The provisions of the School Law and Official Regulations, in regard to Religious Instruction and Religious Exercises in the Schools, show with what care the rights of conscience and of parental authority are protected and secured in our School System, while the reading of the Scriptures in some Version, and Prayers in some form, are recommended at the opening and close of the Daily Exercises of each School; and the Clergy, or their Assistants, of each Denomination have the right to give, once a week, in such School, special Religious Instruction to the Pupils of their own Persuasion. I will hereafter show how much the Canadian School System is in advance of the Irish National System in this respect; but, in the meantime, I may remark, so completely is parental authority recognized in our School System, that no Municipality is required to establish, or continue, any Public School System at all, unless it desires to do so; and the same remark applies to each school division and to the Religious Exercises in it. In no Country, where Schools are aided by the State, (not even in the neighboring States,) is there so formal and full a recognition of the exercise of parental authority and of local discretionary power as in the School System of Upper Canada. It is a System worked out in each Municipality and school division by the people themselves, in their own way, and at their own discretion; and, if they find in any Municipality, that their mode of supporting, or managing their Schools, has not been as successful as they think practicable, they can adopt any other methods, or measures, as they think proper for the improvement of their Schools. If the Schools be defective, or inefficient, in any Municipality, the cause, or causes, must arise from the state of society, or from local mismanagement, or defects in the Municipal Law, in regard to youthful vagrancy and idleness, and cannot be attributed to the School Law. But the character and success of a Public School System must be judged of, not by one City, Town, or School division, but by what has been done, and is doing, throughout the Country at large, and by the general sentiments, and feelings, and voluntary action of the people in respect to it.

14. The elected Representatives of Municipalities and school divisions, and their constituents, are the best judges of a School System, with which they have had, and have chiefly, to do, and in which they are chiefly interested; and not one of the municipalities in all of Upper Canada has desired a change in the School System after so long and thorough a trial; nay, if they support it with an unanimity unequalled in any other Country, and, if its success is equally remarkable, surely no external influence should be suffered to subvert it, no theoretical hand should be put forth to weaken its foundations, or arrest its progress. Of the System of Public Instruction in Lower Canada, the people and Legislators of that section of the Province have always been admitted to be the best judges; nor have they been interfered with, and attempted to be coerced by the people of Upper Canada, or their Representatives. Neither should the people, or Representatives, of Lower Canada interfere with the School System of Upper Canada,

of which the people and Representatives of Upper Canada are the rightful and most competent judges.

15. One of the most powerful causes of the success of our System of Public Instruction arises from the fact, that it has never been identified with, or made the tool of party,—that it has grown up under the auspices of successive Administrations and of Men of all parties,—that it has been based upon the sentiments, and incorporated with the Municipal Institutions, of the people of Upper Canada.

I. Results of the English and Canadian School Systems Compared.

1. As some persons have advocated for Upper Canada the method adopted for the promotion of elementary education in England, I have thought it advisable to make a few remarks on the nature and results of the English System, that the public may be able to judge how far its introduction would promote the educational interests of Upper Canada.

2. Lord Brougham, the late Sir Robert Peel, Sir James Graham, Lord John Russell, and other British Statesmen, have severally attempted to establish a System of National Education in England, but have been defeated by the opposition Members of the Established Church and Dissenters,—the former claiming peculiar privileges and powers, and the latter opposing any School System that would give the Established Church an advantage over any other Religious Persuasion, and both parties insisting upon the recognition of the Schools which had been established under their respective auspices by legacies, or by voluntary contributions. A considerable party of Dissenters have maintained that the State had no more right to support education than Religion, and that the one, as well as the other, should be left to voluntary effort. Against this varied and combined opposition, the establishment of a National School System of Education was impossible. As the only substitute for such a System, to which the authorities of the Established Church and of the Wesleyans, and some other Dissenters, would assent, was the System of granting aid to the different Religious Persuasions, who would accept it for the establishment and support of Elementary Schools. In addition to these Grants, the Government have established a Central School of Art and Design, with branch Schools in the principal Cities and Towns throughout the United Kingdom.

3. The Regulations for distributing the Parliamentary Grants, and managing the whole School System, are made by a Committee of the Privy Council on Education; but the details are administered by a Secretary, with Assistants. At the present time a Minister of the Crown, (Vice-President of the Privy Council,) is responsible for this Department of Public Affairs. The staff of Officers in the Education Department consists of a Secretary, with two Assistant Secretaries, and forty-seven Clerks. The expense of it is £16,731 Sterling per annum, or $83,600,—nearly half the amount of the whole Legislative Grant to Elementary Education in Upper Canada. There are also fifty-four Government Inspectors, whose salaries, etcetera, amount to £34,443 Sterling, or $172,215 per annum. The expense of the Education Office and Inspection of Elementary Schools alone in Great Britain exceeds by more than $60,000 the whole Parliamentary Grant in aid of Elementary Schools in Upper Canada, including the expense of the Education Office.

4. The Parliamentary Grant expended on Elementary Education in England and Scotland, in 1857, was £559,974 Sterling, of which the Schools connected with the Church of England received £357,597; those of the British and Foreign School Society, (composed mostly of Dissenters,) £540,021; Wesleyan Schools, £32,000; Roman Catholic Schools, £25,894; Schools of the Parochial Union, £5,224; and Schools in Scotland, connected with the different Religious Persuasions, £70,114. The Parliamentary Grant of the current year for Great Britain alone, (not including Ireland,) is £663,000 Sterling.

5. The number of Schools liable to inspection in 1857 was 7,899; the number of Schools inspected was 5,398; not twice as many as there were in Upper Canada,—we having 3,731 Schools reported. The largest number of children reported as present at the Schools was 700,872,—the number reported on the rolls of the Common Schools in Upper Canada was 272,637,—more than one-third the number in Great Britain, the population of which is twenty times greater than that of Upper Canada. The number of children attending Schools of all kinds, both public and private in Great Britain, is 1,750,000, out of school population of 4,500,000 between the ages of eight and fifteen years. The number of Children reported as attending Schools of all kinds in Upper Canada is 283,000, out of a school population of 324,000 between the ages of five and sixteen years. In Upper Canada the number of Children attending School is doubtless larger than the population between the ages of eight and fifteen years,—the reported school age in Great Britain. Thus, more than four-fifths of the Children in Upper Canada between five and sixteen years of age are attending the Schools aided by Parliament, while less than one-ninth of the Children in Great Britain, between the ages of eight and fifteen years are attending the Schools aided by Parliament. The Parliamentary Grant in Great Britain in aid of Elementary Schools is upwards of £500,000 Sterling; that of Upper Canada, for the same purposes, was less than £40,000 currency in 1857.

6. It is needless to pursue the subject further. The facts of the foregoing paragraphs evince the rashness and extravagance of the assertions and proposals of some assailants of our Canadian School System, and show whether we have not more reason than ever to congratulate ourselves on its great results from the small means granted by Parliament for its support. But, that the public may have further testimony and be more fully informed on this subject, I have inserted in Appendix E., an abridgement of the Debate which took place in the House of Commons the 16th day of last February, on the Parliamentary Denominational School Grant System in Great Britain.* The System there has been much longer in operation than ours, and has done much good; but it has not kept pace with even the increase of population; and, if we had in the newest parts of Upper Canada such an intellectual wilderness and desolation as Lord John Russell describes as existing in some parts of so old a Country as England herself, we might indeed lament and demand searching inquiries with the most anxious solicitude.

7. There is, however, one feature of the English System which I have thought very admirable, and which I have incorporated with that of Upper Canada,—namely, that of supplying the Schools with Maps, Apparatus and Libraries.†

II. The System of National Education in Ireland and in Upper Canada Compared.

Note. The immediate occasion of Doctor Ryerson taking up this subject in his Report of 1857 was that the Brown-Dorion Government of the day proposed to modify the School System of Upper Canada by the introduction into it of some features of the Irish National System of Schools. In a "Prefatory Address" by Doctor Ryerson "to the People of Upper Canada", inserted in a Pamphlet containing his Letters "in reply to Attacks of the Honourable George Brown," he says, speaking of the proposed change "The system in Ireland was to be the standard to which ours was to be conformed. Having myself visited Ireland in the Autumn of 1857, inquired into the changes which had taken place in its character and operations, and procured official Documents illustrative of those changes, I felt it my duty to lay the information thus acquired before the public, especially in my Annual Re-

*I have not reproduced this Appendix, but it can be seen in the Appendix to the Journals of the House of Assembly for 1858.

†For terms upon which the Schools are supplied with Maps, Books and Apparatus, see the Chief Superintendent's Special Report in a subsequent Chapter of this Volume.

port, of 1857, that the Municipal and other Local School authorities, as well as Members of the Legislature, could examine and judge for themselves. I simply embodied the facts in my Report, with a comparison of the Irish and Canadian systems."

1. Nothing is more just, or desirable, than that the System of Public Instruction in Upper Canada should be subjected to the severest scrutiny, and to the most rigid comparison with the Systems of Public Instruction in other Countries,—that its defects may be discovered and removed, and that its provisions perfected as far as possible. As some, who have strongly advocated a System of Public Instruction in Upper Canada—have suggested that the introduction of some parts, or the whole, of the Irish National System would greatly improve our own,* and as this subject is likely to engage the serious attention of the Public and of the Legislature, I have considered it my duty to lay before the Electors, Municipal Councils, and Legislators of Upper Canada the information necessary to enable them to form a correct judgment on a matter of such vital importance. I have, therefore appended to this Report a full account of the System of National Education in Ireland, the subjects of which are as follows:†

First,—The Letter of Lord Stanley in 1831, establishing and expounding the principles of the System of National Education in Ireland, and other Documents relating thereto. These papers embody the only original School Law of the System.

Second,—The Rules and Regulations of the Commissioners of National Education in Ireland, which, after having been modified, from time to time, were finally ratified in their present form in 1854. These Rules and Regulations, while they state the object and fundamental principles of the System to be the same as it was in 1831, show how far its character and principles have been changed in their practical application from the principles and instructions laid down in Lord Stanley's Letter of that date.

Third,—Extracts from the Evidence given before a Select Committee of the House of Lords in 1854, illustrative of the changes, difficulties and working of the System of National Education in Ireland. The Witnesses, from whose evidence extracts are given are both Protestant and Roman Catholic, Officers and Supporters of the System, except three Clergymen of the Established Church, from whose evidence extracts are given to shew the nature and operations of the Church Education Society in Ireland. The chief Witness, (Mr. Cross), who has given the greater part of the information furnished, is the Senior Secretary of the Irish National Board. This evidence shows:—

(1) How far the principles and conditions laid down in Lord Stanley's Letter, establishing the System in 1831, have been carried into effect, or have been modified, or have become a dead letter.

(2) The opposition of the Clergy and Members of the Established Church to the System of National Education, and the number of Church of England Schools.

(3) The opposition of the Presbyterians from 1831 to 1840, and the terms of their assenting to the present System of National Education.

(4) The opposition and demands of the Roman Catholic Clergy.

(5) The Convent and Monastic Schools aided by the National Board.

(6) How far the System of United Education, or Mixed Schools, in Ireland has succeeded, or failed.

(7) The attempts to prepare and introduce general Religious Books, as a part of instruction in Mixed Schools; disputes among the Members of the Board; withdrawal of Archbishop Whately, Baron Green, and Chief Justice Blackburne.

Fourth,—Finally, I have inserted from the London *Times* a report of the Debate which took place in the House of Commons, on the 9th of July, on the proposal of the Grant of £330,000 Sterling for Elementary Education in Ireland, the current year. This Debate shows the present position of the System of National Education, the light in which it is viewed by the greater part of the Clergy and Members of the Church of England, on one side, and, on the other, by the section of the Roman Catholics, which in Upper Canada, has opposed our System of Public Instruction. . . .

* See proposals of Mr. Angus Dallas on this and kindred matters, on page 182 of this Volume.

† I have not inserted this Appendix in this Volume, as the information which it contains can be seen in the Appendix of the Journals of the House of Assembly for 1858.

III. The Irish National System investigated; Three Features of it adopted and introduced into the School System of Upper Canada.

2. Having thus, from Official and authentic sources, furnished the Canadian public with full information as to the nature and working of the System of National Education in Ireland, it remains for me to compare the Irish and Canadian Systems, and to show what parts of the Irish System have been adopted in Upper Canada,—wherein they still differ, and the comparative economy and success of each System.

3. The National System of Education has proved an immense blessing to Ireland, and is, probably, the only System which could have been successfully introduced among all classes of the poor, of that Country. It was conceived and carried into operation in the largest spirit of equity, charity, and patriotism. In my own tour of enquiry, in 1844-45, into Systems of Education in Europe, preparatory to the establishment of a National School System in Upper Canada, I investigated the System of National Education in Ireland, visited its principal Schools, conferred with the Officers and Members of the National Board in Dublin, both Protestant and Roman Catholic, and subsequently recommended, and succeeded in introducing three features of the Irish National System into Upper Canada.* In 1851, I again conferred at large with the Senior Secretary of the Irish National Board, on the working of the System and the various oppositions to it; and, in 1856, I repeated the investigations of 1851 in Dublin, but found, to my regret, that oppositions to the System had caused changes which appeared to me to be for the worse, and that it seemed to be less healthy and vigorous than in 1845, at which time little inroad had been made upon the original principles of the System.

4. The three features of the Irish National System which have been adopted in Upper Canada, are as follows:

First: The series of School Text Books and Maps, which were prepared by experienced Teachers, and received the unanimous approval of both Protestant and Roman Catholic Members of the National Board, and to which no exception has ever been taken by any Representative, or Writer, of either party to this day. The only two Books of the series which have been the subjects of disputes in Ireland are not used in the Public Schools of Upper Canada.

Second: The System of a Normal and Model Schools, in the management and exercises of both of which I think we have made important improvements.

Third: The principle and method of protecting parental authority and the rights of conscience, in regard to Religious Books; providing, at the same time, for Religious Exercises at the daily opening and closing of the Schools, according to the discretion of the local Authorities, and for the weekly Religious Instruction of Pupils at the School, as authorized and provided by their Parents, and Pastors. By comparing the provisions of our School Law and our simple and plain Regulations on this subject, with the elaborate Regulations and not very clear explanations of the Irish National Board, it will be seen, that we have extracted the essence of the Government Regulations in Ireland, and those which have proved practicable and acceptable to all parties there, without the minute variations and exceptions which have been the occasion of so many disputes and separations in the National Schools in Ireland.

5. I have thus adopted, from the Irish National System, what appeared to me to be its excellences, while I adopted from the English System its method of supplying Schools with Maps and Apparatus,—a method which has also recently been introduced into Ireland. See note on this subject on a subsequent page of this Volume.

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* During this Visit of Doctor Ryerson to the Irish National Schools, I accompanied him, and also in his personal call upon Archbishop Whately. J. G. H. See Note on page 102 of the preceding Volume of this History.

IV. DIFFERENCES BETWEEN THE IRISH AND CANADIAN SYSTEMS OF NATIONAL EDUCATION.

1. The points of difference between the Systems of National Education in Ireland and in Upper Canada, are still numerous and important. I will state a few of them:

(1.) In Ireland, the system is a two-fold absolutism; in Upper Canada it is constitutional and popular. In Ireland, the Board of Commissioners of National Education is an absolute power under the Government; it alone enacts the Laws of the School System, determines what Schools shall be aided, how much shall be paid to every individual School, or Teacher, whether a Teacher shall be employed, or paid, or not; appoints every School Officer, etcetera. In Upper Canada, the same Act of the Legislature, which creates the Council of Public Instruction and Office of Chief Superintendent, (instead of a Resident Commissioner,) and defines their powers and duties, creates the extensive and independent powers of Municipalities and School Sections,—powers which are unknown in the Irish National System, but which involve the liberties, the nationality, the strength, the very life of our Canadian School System. In Ireland, instead of our Municipal Councils and School Trustees, there are local Patrons, who constitute the second absolutism of the Irish National System, as the Patron of each School is not elected by any constituency, but is the individual applicant to the Central Board for money to establish, or support, a School, and who has the exclusive control over it, in regard to fees of pupils, the appointment of Master, (under the veto of the Central Board,) and his absolute dismissal, the Religious Exercises of the School, etcetera. The only voice that any others than the Patron of the School have, in regard to its management, or character, is to send their children there upon the terms prescribed for them. The School is called a "National School", and the National Board at Dublin requires this designation to be affixed over the door of the School House; it is also supported, (or chiefly so,) out of a National Fund, administered by the National Board, and is accessible to all children whose Parents choose to send them, upon the terms prescribed; but there is no nationality in the local relations and control of the School. It is controlled by a non-elected, independent Patron; while the Canadian School is controlled by Trustees elected by that portion of the Nation owning property in the School Municipality. Every Freeholder and Householder in Upper Canada has a property and control in regard to our national School Houses and Schools; in Ireland the Board of Commissioners of National Education and the individual Patrons alone possess and control the National Schools. Whether the adoption of this feature of the Irish School System would be an improvement on our own, may be safely left to the decision of every friend of civil and religious liberty and national education in Upper Canada.

(2.) A second point of difference between the Irish and Canadian Systems of National Education, is their respective tendency and power to develope local exertion and intelligence, as well as to elevate the character and liberties of the people. The theory of the Canadian School System is, that people most value and best understand and employ what they do and provide themselves; that, as one great object of educating children is to enable them to provide for themselves, so it is one great object of the School System, (besides educating youth,) to train the people to rely upon themselves in educating their children and in managing their local affairs. Therefore, our School System is one of co-operation between the Government and the people in each Municipality. The Act of Parliament defines the objects to be accomplished, the parties to act, the assistance to be given; the Council of Public Instruction prepares Rules and Regulations to carry into effect the provisions of the School Law and for establishing the Training Schools for Teachers; and the Chief Superintendent sees that the conditions of the Law are fulfilled, and gives information and assistance requisite for fulfilling them, and for improving the Schools. He also oversees the operations of the Training Schools; but nothing can be done in any Municipality without the co-operation of the people in their collective, or national, capacity, and in accordance with their wishes,—their school affairs being under their own management. Thus the School System, as

is the Municipal system, is a training school of local self-government to the Freeholders and Householders in each Municipality, while it is the potent instrument of educating their children. The Parliamentary School Grant in Upper Canada is so expended as to be an incentive to local effort, and forms but a small part of the amount provided and expended for school purposes. The apportionment to a Municipality for the salaries of Teachers is paid on the condition, that, at least, an equal sum shall be provided by such Municipality, for the same purpose; and the whole Fund, thus provided, is distributed to the various Schools according to the average attendance of pupils at them, and the time they are kept open by legally certified Teachers. The same principle applies in the expenditure of Grants for the purchase of School Maps, Apparatus, Libraries and Prizes. The result of this system of assisting and encouraging local effort is, that, while the whole amount of the Legislative Grant paid to the Municipalities for all Common School purposes was not quite £40,000, the amount actually expended in the Municipalities for those purposes was £303,039 10s. 10d,—upwards of £270,000 being provided by the people themselves in the Municipalities. But what are the tendency and results of the System of National Education in Ireland? There, the only local party acting is the Patron, or Patrons, of the School, and he, or they, in most cases, are the Clergy; the people have nothing to do with it; and practically know nothing about it. The object of the Patron is to get as much money as he can from the Parliamentary Grant, (which is mostly paid by England,) while he pays as little as he can himself. The National Board grants aid to erect School Houses, (which is not done in Upper Canada,) as well as to pay Teachers, purchase Maps, etcetera, and states in its Regulations that this aid is granted upon the condition that so much shall be provided by the Patron, or Patrons, of the School. But, by the evidence given before the Select Committee of the House of Lords, that condition is almost universally evaded, and the Regulation is little more than a dead letter. The aid for the erection of School Houses, is only given to erect Houses which shall be vested in the Commissioners for what are called "vested Schools," and which are only 1,600 in number. This class of School Houses the National Board agrees to keep in repair, and to pay one-half of the cost of their erection. This class of Schools is mostly established by Landlords, both Protestant and Roman Catholic, who thereby avoid any expense for keeping the School Houses in repair, and pay little towards their erection, as the method very frequently, if not generally, practised, (as appears from the Evidence given before the Select Committee of the House of Lords,) has been, for the Patron to send up to the National Board in Dublin an Estimate of the expense of erecting the proposed School House, and a statement of the amount subscribed for that purpose; then, on getting the approval of the Board, and the promised grant, the Landlord proceeds to erect an apology of a School House for less than half the amount of the estimated expense! The same course has been largely pursued in sending to the National Board Estimates of the expense of the repairs of these "vested" School Houses,—so called. To arrest this notorious practise of imposition and fraud, the National Board has appointed an Architect, with Assistants, to examine Estimates, School Houses erected, or repaired, etcetera. But it is perfectly clear, that the tendency of such a system is to extinguish all feeling of self-reliance, and all local exertion, if nothing worse, instead of developing local effort, and a spirit of self-reliance and manly character, as is done by our Canadian System. This is still more apparent in the providing and paying the Salaries of School Teachers. In Upper Canada, the Legislative Grant apportionment in the last year for the payment of Teachers' Salaries was £32,951, 13, 4; the amount of Salaries paid to Teachers was £215,057, 16, 0. The amount provided by local effort for this and other expenses being £182,106, 2s., 8d. The Annual Reports of the National Board contain no account of what is raised by local effort in Ireland; but, from the Evidence given before the Select Committee of the House of Lords, it appears that in 2,841 National Schools in Ireland, the fees of the Pupils in 1851 amounted to less than £5 each; and for the support of 3,526 National Schools nothing whatever was raised by local subscription,

as the original Regulations of the National Board, requiring local effort to be employed for the support of the Schools, had become a dead letter. In these thousands of cases, (and we know not how many more,) the Teacher of the Irish National School exists, or vegetates, upon the sum allowed by the National Board, which to a First Class Teacher is £46 per annum; to a Second Class Teacher, £26, and to a Third Class Teacher, £17. What would be the character and condition of the Teachers and Schools in Upper Canada, if nothing were done for their support beyond dividing among them the Parliamentary Grant, and what feelings of self-reliance, or independence, or active intelligence, would long exist among the people under such a system?

3. What I have stated as to the Patrons, or Managers, of the National Schools, requires further development in order to present another important point of difference between the Irish and Canadian Systems of National Schools. By the Regulations of the National Board, each National School in Ireland is managed by a "Patron," or "Local Manager,"—that if the School is vested in Trustees, they nominate the "Local Manager"—but that, if the School is vested in the Commissioners, the name of the Patron, or Patrons, is inserted in the Lease,—and the "Commissioners recognize as the local Patron the Person who applies, in the first instance, to place the School in connection with the Board, unless it is otherwise specified in the application." This is the form of local trusteeship and control of National Schools in Ireland. In Upper Canada a very different proceeding is adopted from that of an individual applying to a Central Board, or Council, in order to establish a National School, and to control it after it is established. With us a School Section in a Municipality must be formed by a Municipal Council, elected by the people themselves; then the Freeholders and Householders of the School Municipality thus formed meet and elect three of themselves as Trustees, who are subject to periodical election, and who are legally accountable to their constituents pecuniarly, and otherwise, for the faithful discharge of their duties. In the local management of the National Schools in Ireland, the people are entirely ignored and the Laity, both Protestant and Roman Catholic, to a great extent, for it will be seen by the Evidence given before the Select Committee of the House of Lords, that of the Church of England Schools in connection with the National Board, Clergymen are Patrons of 154, and Laymen of 452 Schools; of Presbyterian Schools, Clergymen are Patrons of 494, and Laymen of 193; of Roman Catholic Schools, connected with the Board, Priests are the Patrons of 2,800, and Laymen of only 277. In Upper Canada there is no such thing as an individual Patron, lay, or ecclesiastical, with absolute power over Schools chiefly supported by a Parliamentary Grant. Even our Separate Schools are under the control, not of an irresponsible Patron, but of the laity, as they are for the laity,—the Trustees being elected by the Freeholders and Householders of the Persuasion of the Separate Schools. In our Separate, as well as in Public, Schools, therefore, the lay and elective principle is predominant,—which is one serious ground of clerical opposition to them. In the management, as well as in the objects of the Public, and even of the Separate, Schools in Upper Canada, the people are everything; but in the management of the National Schools in Ireland, the people are nothing. In Upper Canada every Freeholder and Householder of the land feels that he has a property of control, as well as of interest, in the National School; in Ireland, the Ecclesiastical, or Lay Patron, is the sole director, if not proprietor, of the School. The Canadian System involves the noblest attributes of individual and public liberty; the Irish system is one of central and local individual despotism.

4. A fourth point of difference between the Systems of National Schools in Ireland and in Upper Canada, is the greater fairness and equality of the protection and provision in regard to the Religious rights and Religious Instruction of children in the Canadian schools. In Ireland in the 1,600 "vested" Schools, while the Patron determines the kind of Religious Exercises, with which the School shall daily open and close, or whether there shall be any Religious Exercises, he is required to admit, at a certain hour of the day in each week, the Clergyman, or his Representative, of each of the

Religious Persuasions of the pupils, to give them Religious Instruction. But, as it is at one and the same hour, that the Clergy of every Religious Persuasion are to be admitted to the School, (as provided in the Regulations,) and, as the School Houses (except for the 28 Government Model Schools,) are in many cases Buildings with a single Room, it is out of the question for Clergymen, or their Representatives of different Religious Persuasions, to give instruction to the children of their respective Churches at one and the same time in that Room. Thus this provision, though theoretically just and liberal, is practically inoperative, (as may be seen by the Evidence before the Lords' Committee,) except in the larger Schools of the National Board. And, in regard to the non-vested Schools, (which are, in all respects, upon the same footing as the "vested" Schools, except in the receiving of Grants to build and repair the School Houses, the Patron not only determines what Religious Exercises shall be observed in the School, but what Religious Instruction shall be given, at any, and at what hours, and who shall give it, but does not permit any other Religious Instruction, or Religious Instructor, in the School than that of which he approves; so that the pupils of a different Religious Persuasion from that of the Patron have no other protection than the right of absenting themselves from any Religious Exercises, or Religious Instruction, in the School, to which their parents object, and to go elsewhere for Religious Instruction. This is the case in regard to nearly three-fourths of the so-called National Schools in Ireland. But, in Upper Canada, while the elected Authorities of each School determine whether its daily duties shall commence and close with any Religious Exercises, and what those Exercises shall be, and while the child of any Religious Persuasion is equally protected from being compelled to attend to any Religious Exercises, or Religious Instruction, to which his Parent, or Guardian, objects, the pupils of each Religious Persuasion have the right to be instructed during one hour in the week by the Clergyman, or his Representative of their own Church, and that not all at one hour, but each at the same hour on a different day of the week, so that there will be but one Religious Instructor occupying the Room at the same time, and at an hour which will not interfere with the ordinary exercises of the School, but convenient for a Clergymen, or his Representative, to attend. Whether children are dependent upon this method and hour for receiving special Religious Instruction, or whether it is, or will be, used by Clergymen of different Religious Persuasions for the purpose of specially instructing the school children of their respective Churches, all will admit the equal fairness and practical character of the provision, which applies equally to the whole of our 3,731 Common Schools in Upper Canada, except the 100 Roman Catholic Separate Schools.

5. Another most important difference between the Irish and Canadian School Systems, is the predominance in Ireland of the Denominational, over the non-denominational, Schools, while, in Upper Canada, all of our 3,731 Schools are non-denominational, except the 100 named. From the Statistical Table furnished by the Senior Secretary of the National Board to the Select Committee of the House of Lords, it will be seen, that the only non-denominational National Schools in Ireland, as to management, are twenty-eight Model Schools, under the patronage of the National Board of Commissioners, and forty-eight Schools under the joint patronage of Protestants and Roman Catholics, while the other 4,526 Schools mentioned in the Table (furnished by the Secretary) are all under Denominational patronage and control. Even the "vested" Schools in Ireland, (with the exception of the seventy-six just mentioned), are as Denominational in their patronage and management, as the non-vested Schools. The only difference in their practical character is, that the Patron of the "vested" School, (in consideration of his having built and repaired his School-House, by aid of a Parliamentary Grant, is required to open his School-House one part of a day each week to Clergymen, or their Representatives, of all the Religious Persuasions, of which there are pupils in the School, in case of such Clergymen, or their Representatives, applying for admission, while the Patron of the non-vested School is not obliged to admit to

his School any other than the Religious Teacher, whom he approves. It will be seen from the Evidence of Mr. Secretary Cross and Mr. Resident Commissioner Macdonell, that united education, (of Protestants and Roman Catholics in the same Schools,) scarcely exist in Ireland,—that, in this respect, the National School System has failed,—that, of the 4,602 National Schools, (so-called,) in 1854, Clergymen of the Church of England were Patrons of 154, and Laymen, (chiefly Landlords,) were Patrons of 452; that Presbyterian Clergymen were Patrons of 494, and Presbyterian Laymen of 193; that "Dissenters" were Patrons of 33; the Roman Catholic Priests were Patrons of 2,800 and Roman Catholic Laymen, (chiefly Landlords,) were Patrons of 277. But, besides all these Denominational Schools, (though required to be called "National"), it will be seen, by referring to the Evidence before the Lords' Committee, that Grants are made by the National Board to upwards of one hundred Convents, and Monastic Schools. To introduce then the Irish National System into Upper Canada, with a view of abolishing Separate School education, would be like introducing the Government of Russia, or Austria, into Canada to establish liberty.

6. There is also a great difference in the comparative economy and success of the Irish and Canadian Systems of National Education. The expense of the Education Office in Dublin, (including Inspectors)—is £15,636 Sterling; the expense of the Education Office in Toronto is £3,513 currency, not including Inspectors. The Parliamentary Grant for all Common School purposes in Ireland is £330,000 Sterling, more than eight times the amount of that for Upper Canada. The National System of Education in Ireland has been in operation (since 1831), or twice as long as that of Upper Canada; yet the number of National Schools in Ireland are but 5,245, while in Upper Canada there are 3,731 National Schools, and the number of Pupils in Upper Canada are 272,000, while those in Ireland are 620,000. Thus, with one-eighth of the Parliamentary aid given to the National School System in Ireland, and one-sixth of the population, nearly half as many pupils are taught, more than one-half as many Schools are established, not to say anything of the character of the Canadian School-Houses as compared with those in Ireland. In Upper Canada, more than four-fifths of the School population are already in the National Schools; in Ireland, not one-third of the school population is yet in the National Schools.

7. There is also a great difference in the comparative opposition which is made to the Irish and Canadian Systems of National Education. In Upper Canada not a single Religious Persuasion but has expressed its tacit, or avowed, approval of our School System, except a portion of the Clergy, and a few of the Laity of the Church of England,* and the Clergy and some of the Laity of the Church of Rome. That there are also individuals here and there, up and down the Province, opposed to it, from personal and other considerations, is perfectly natural; but there has not been a single Public Meeting held, or even attempted to be held, in all Upper Canada to condemn the School System; nor has one of the four hundred elected Municipal Councils done so.

*Since this Report was laid before the Legislature in July, two Synods of the Church of England have been held,—one in the Diocese of Toronto, the other in the Diocese of Huron. In both of these Synods the School question was introduced; and from both, after discussion, it was withdrawn. But, at an adjourned Meeting of the Synod of Toronto, held at Kingston, the question was brought up again, when a Resolution was passed, recommending a Memorial to the Legislature, praying that the School law might be so amended as to authorize the reading of the Bible and the teaching of the Ten Commandments, and the Apostles' Creed in the Common Schools, and also for permission to establish Church of England Separate Schools in each City and Town in Upper Canada —not in Villages, or Townships. The General Regulations now authorize the Reading the Bible and teaching of the Ten Commandments; and the Apostles' Creed is taught in some of the Schools. This Creed is taught in the same words in the Catechisms of the Roman Catholic, Episcopal, Presbyterian and Methodist Churches. Therefore, there can be no need, on their account, that it should be taught in the Public Schools, especially to children of the Church of England, where it forms a part of each daily service; and other Religious Persuasions might not wish it taught in that form to their children. It is already in the power of the Board of Trustees, in each City, or Town, to establish, or recognize as many Separate Schools of any Denomination as they please. Whether this power should be invested in each Religious Persuasion as far as the Cities, or Towns, are concerned, is another question. But the Resolution requesting this limited change in the Law, was not entertaind by the Synod of the Diocese of Huron, when afterwards brought before it.

On the contrary, some of them have expressed themselves strongly in its favour, and it is notorious that the strength of the School System consists in the deep and general feeling of the Country in its behalf as a bulwark of liberty, and as a simple and most powerful agency of general education and knowledge. But, in Ireland, the System of National Education would not exist for a year did it depend upon the support, or voice, of the Irish people themselves. Was a rate imposed in any County in Ireland for the support of the National Schools, such as is self-imposed in every Municipality in Upper Canada, there would be quite a commotion, if not open rebellion, against it. The System of National Education in Ireland is maintained there by the power, as well as by the money chiefly of the Government of England. The granting and expenditure of £300,000 Sterling a year for Schools, in such a Country as Ireland, without imposing a farthing of school tax upon it, and without receiving any subscriptions except those extracted from some Landlords, and those also given by Presbyterians in the North of Ireland, and a few inhabitants of some of the Towns, cannot but be acceptable to many, and be a great relief, as well as do immense good in the Country; but, notwithstanding all this, the opposition to the System of National Education in Ireland is beyond anything which has been conceived in this Country. By referring to the Evidence given before the Select Committee of the House of Lords, it will be seen that the Presbyterians have only acquiesced in the National System on the concession to them of their eight demands for a Denominational School System, as it regards themselves. It will also be seen by the same Evidence that so general and so earnest is the opposition to it in the Church of England, that only about 150, out of upwards of 2,000 Clergy, support it,—that upwards of £40,000 per annum is collected by subscriptions, some 1,700 schools established and supported, and nearly one hundred thousand children taught,—including, singular to say, a larger number of Roman Catholic pupils than attend all the National Schools under Protestant Patrons and with Protestant pupils. The same Evidence shows the opposition of the Roman Catholic Hierarchy to the National System, as such, that the Pope has forbidden the establishment of any other than non-vested Schools; that the Synod of Thurles has condemned the mixed schools; that the Prelates of the Roman Catholic Church, not satisfied with even the advantages afforded to the youth of their Church by the present National System, but intent on being recognized themselves as the only Patrons of their Schools and the only parties to be conferred with and paid for the establishment of Schools for the youth of their Church, demand further concessions.* These facts are so many warnings to us, while they are so many proofs of how much broader and firmer a basis our School System rests upon than that of Ireland, and how much feebler and more isolated is the opposition uttered against our System than that which is arrayed against the present National System in Ireland. The Parliamentary Grant of £300,000 Sterling, per annum, is a sort of subsidy from England to Ireland, and, as administered by the Board of Commissioners of National Education, serves as a branch of the national police in Ireland,—contributes to teach and occupy a large portion of the rising generation, while it helps to support and restrain many of the grown up population. But our School System exists, not by subsidy from any other Country; it is the creation of our Country itself,—managed by, as well as for, the people themselves, and exhibits the life of nationality and freedom in the collective and directionary action of each of its hundreds of civil and thousands of School Municipalities.

Concluding Remarks.

1. There are many other points of difference between the Systems of National Education in Ireland and in Upper Canada, an examination of which would be equally

* Doctor Ryerson, at this part of his Report, adds, in an elaborate foot note, extracts from the Proceedings of the Synod of Tuam and the Pastoral Address of the Roman Catholic Archbishop of Dublin, claiming entire control over all Schools in which Roman Catholic Children are taught. These extracts fill nearly two pages of his Report and are too long to be inserted here. They can be seen however in the Appendix to the Journals of the House of Assembly for 1858.

favourable to the Canadian System with some of those already noticed; but I will pursue the investigation no further than to remark, that a perusal of the Regulations of the Irish National Board in connection with the requirements of the Canadian School Acts, must satisfy any person that the notices, applications, and Returns required, in regard, either to Public, or Separate, Schools in Upper Canada, are few and simple, in comparison with those required from Managers of the National Schools in Ireland; that, even the Supporters of Separate Schools in Upper Canada have much greater protection, power and facilities to establish and sustain their Schools than are afforded by the Irish National System; that the introduction of that System into Upper Canada would benefit no party, except, in so far, as it might be done by the introduction of numerous discordant elements into Canadian society, and shutting up of the greater part of our Schools, and the abolition of the Municipal and elective school rights of the people of the Country.

2. In past years I have occasionally referred to what was being done in Great Britain and Ireland for the promotion of popular education, but only to those proceedings and measures which would command respect, and could be commended to Canadian imitation. I have not, in any of my Reports, made a comparison, or allusion, to the disparagement of the School Systems which the Imperial Government and Parliament have considered best adapted, under existing circumstances, for the promotion of popular education in Great Britain and Ireland. But, when it was proposed to introduce either of those systems into Upper Canada at the expense of our own, it becomes my duty to the people and institutions of my native Country to show, by the Documents in the Appendix to this Report, and by the remarks in the preceding pages, how much Upper Canada is in advance of both Great Britain and Ireland in regard to a System of National Education, and how much more they have to borrow from us, than we to borrow from them, in solving the great problem of educating a whole people, and educating them, not as paupers, or dependents, upon others, but as self-relying citizens and freemen.

3. The present System of National Education in Upper Canada is the quiet, unostentatious, progressive work of twelve years; and it has been so unexceptionally conceived and conducted, that it has received the unanimous support of successive Governments and Parliaments, and has been voluntarily and nobly participated in by the people in every Municipality of the Country. The leading Men of different political parties have felt it to be too sacred and general an interest to be made the tool of party ambition, or the altar-victim of party combination. I trust that the same noble spirit of true Patriotism will continue to prevail among the Public Men, as well as people at large, of all parties throughout Upper Canada. The preceding pages show how truly our System of National Education has been based upon the fundamental rights of a free people, how it has become interwoven with their thinkings, doings, dearest interests and Municipal institutions from one end of Upper Canada to the other, and how it has developed itself with increasing power and success every successive year, until it already includes far more Schools and Pupils, in proportion to the school population of the Country, than any other part of the British Empire. Should the people of Upper Canada, and their Representatives think proper, after all, to destroy, or abandon this national work of their own hands, they have doubtless the right to do so; but no other hand has the right, or should be suffered, to touch the ark which contains the Magna Charta of the best liberties of Upper Canada and the instruments of developin those liberties into the highest civilization.

TORONTO, July, 1858. EGERTON RYERSON.

NOTE. In an Appendix to this Report Doctor Ryerson inserted quite a number of Documents, illustrative of the history and character of both the English and Irish Systems, or Schemes, of Education. This he did with a view to corroborate the statements contained in his exposition of the

principles upon which these two Schemes of Education,—so utterly diverse as they are from each other—had been founded.

These Documents occupy nearly one hundred printed pages of the Report. I have not inserted them in this Volume, as Doctor Ryerson had embodied the substance of them in his remarks on the characteristics of the two Systems of Education, which he was practically reviewing. The whole of these Documents may, however, be seen in the Appendix to the Journals of the House of Assembly for 1858.

CHAPTER XXIII.

EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF CANADA, 1858.

On the 25th of February, 1858, the Governor General opened the First Session of the Sixth Provincial Parliament of Canada with a Speech from Throne, in which he made no reference to any Educational topic.

Educational Proceedings of the House of Assembly.

March 15th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Municipal Council of the United Counties of York and Peel;—and (2), of the Municipal Council of the County of Simcoe, praying for the repeal of the Separate School Act of Upper Canada. The following is a copy of the first Petition:—

The Petition of the Municipal Council of the United Counties of York and Peel,

Respectfully Sheweth:—That a deep and lasting injury has been inflicted on the social and educational interests of the People of this Country by Legislation, in favour of the establishment of Separate, Sectarian, Schools.

2. That such Schools, where established, have failed to afford for the Education of youth facilities at all comparable with those enjoyed in our Public Schools.

3. That the operation of our Public Common School System, where it has been untrammellled by the Separate School Legislation, has been highly satisfactory, yielding to the youth of our Country educational advantages of a superior order.

4. That the long continuance of the Law, in relation to Separate Schools, can only result in widening the breach, both socially and intellectually, between the two classes of Society, already unhappily separated by its enactment, and in strengthening and perpetuating an almost impassable barrier to the intellectual advancement of the class, for whose benefit it was professedly designed.

5. Your Petitioners, therefore, respectfully, but earnestly, pray your Honourable House to pass an Act to repeal the Separate School Law, and to secure to all the Youth of our Country equal privileges in our Public Common Schools.

And, as in duty bound, your Petitioners will ever pray.

Toronto, 6th of February, 1858. William Tyrrell, Chairman.

March 15th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of Mr. Lucas Feader and others, of the Village of Iroquois and Township of Matilda, County of Dundas; praying that School Section Number Three of the Township of Matilda, may be annexed to the Municipality of the Village of Iroquois for School purposes; (2), Of the Board of Trustees of the University of Queen's College, Kingston, praying for aid.

The Honourable T. J. Loranger, one of Her Majesty's Executive Council, laid before the House, by command of His Excellency the Governor General, the Annual Report of the Senate of the University of Toronto, for the year 1857.*

March 17th, 1858. Mr. Speaker laid before the House, a Statement relating to Bytown College, for the year 1857.†

April 8th, 1858. Pursuant to the Order of the Day the following Petition was read:—Of Mr. Henry Watson and others, of the Town of Milton, and of School Section Number Five of the Township of Trafalgar, County of Halton; praying that the said School Section Number Five of the Township of Trafalgar, may be united to the Town of Milton for School purposes.

April 9th, 1855. Ordered, That Mr. Thomas Ferguson have leave to bring in a Bill providing for the Repeal of the several Acts, and parts of Acts, authorizing the establishment and maintenance of Separate, or Sectarian, Schools in Upper Canada.

The following is a copy of this Bill:—

An Act providing for the Repeal of the several Acts and parts of Acts authorizing the Establishment and Maintenance of Separate, or Sectarian, Schools in Upper Canada.

WHEREAS the establishment of Separate, or Sectarian, Schools in that part of this Province called Upper Canada has been attended with evil effects in many parts thereof: Preamble.

And whereas the peace, welfare and good government of the said Province require that such Separate, or Sectarian, Schools should be wholly abrogated and abolished; Therefore Her Majesty, etcetera enacts as follows:

1. From, and after, the Twenty-fifth day of December, which will be in this present year of our Lord, One thousand eight hundred and fifty-eight, the Nineteenth Section of the Act of 1850, intituled:—An Act for the Better Establishment and Maintenance of Common Schools in Upper Canada, passed in the Session held in the Thirteenth and Fourteenth years of Her Majesty's Reign,—Also the Fourth Section of the Act of 1853, intituled:—An Act Supplementary to the Common School Act of Upper Canada, passed in the Sixteenth year of Her Majesty's Reign,—And also the Act of 1855, passed in the Eighteenth year of Her Majesty's Reign, intituled;—An Act to Amend the Laws relating to Separate Schools in Upper Canada, and known commonly, and designated, as the (Taché) "Roman Catholic Separate School Act," shall be and the same are hereby repealed. After the 28th of December the 19th Section of the Act of 1850 and the Act of 1853 shall be repealed.

(NOTE. On the 17th of May, 1858, a motion for the second reading of this Bill was made but the House adjourned before coming to a vote. It was brought up again on the 23rd of June, and a motion to refer it to a Committee, with a view to modify it and the Law relating to Separate School, was negatived.)

April 12th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Medical Faculty of the University of Queen's College, Kingston, praying that their Annual Grant may be increased; (2), Of the Trustees of the Galt

*A copy of this Report will be printed in a subsequent Chapter.
† A copy of this Petition will be printed in a subsequent Chapter of this Volume.

County Grammar School; (3), and of Mr. J. M. Crawford and others, Trustees of the Vienna Grammar School and others, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid.

April 14th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. A. G. Hall and others, Trustees of the Lanark County Grammar School, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid.

April 15th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of the Municipality of the Township of Elgin, praying for certain amendments to the Upper Canada School Law.

April 16th, 1858. Mr. Joseph E. Turcotte, from the Committee on Standing Orders, presented to the House the Third Report of the said Committee, which was read, as followeth:—On the Petition of Mr. Lucas Feader and others, of the Village of Iroquois and Township of Matilda, for the annexation of School Section Number Three of Matilda to Iroquois for School purposes, your Committee find that sufficient notice was published in a local paper, but none in the Official Gazette; the matter is, however, one of so local a nature, that your Committee have no hesitation in recommending that the notice be considered sufficient.

April 19th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Trustees of the Napanee County Grammar School; and (2), of the Trustees of the L'Orignal County Grammar School, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid; (3), Of the Synod of the Presbyterian Church of Canada, praying for an Act of Incorporation, under the name of "Knox College."

Ordered, That Mr. John White have leave to bring in a Bill to re-unite part of School Section Number Five in the Municipality of Trafalgar, with the Town of Milton, for School purposes.

April 21st, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Trustees of the St. Catharines County Grammar School, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid; (2), Of Mr. Thomas Gibbs and others, of the Village of Oshawa, County of Ontario, praying for the repeal of the Separate School Act of Upper Canada.

Ordered, That Mr. Ephraim Cook have leave to bring in a Bill to annex School Section Number Three in the Township of Matilda, in the County of Dundas, to the School Section of the Village of Iroquois. He accordingly presented the said Bill to the House, and the same was received and read for the first time; and it was ordered to be read a second time on Monday next.

April 26th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Trustees of the London County Grammar School; (2), of the Trustees of the Port Hope County Grammar School; (3), and of the Trustees of the Peterborough County Grammar and Union Schools, each praying that the Grammar Schools of Upper Canada may receive additional Legislative aid.

April 28th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Trustees of the Colborne County Grammar School; praying that the Grammar Schools of Upper Canada may receive additional Legislative aid; (2), Of Messieurs Thompson and Company and others of Toronto; (3), of Mr. P. C. Allan and others; (4), of Mr. James C. Ansley and others; (5), of Mr. William Warwick and others; (6), of Mr. Henry Allan and others; (7), of Mr. D. Howell and others; (8), of Mr. Thomas W. Robinson and others; (9), of Messieurs R. and H. O'Hara and others; (10), of Messieurs R. and W. Reid and others; (11), of Mr. John McMullen and others; (12), and of Messieurs Holt and Angell, and others, all Booksellers of Canada, praying that an inquiry may be made into the operations of the Educational Depository, Toronto, in all of its Branches.

April 29th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Trustees of the Lincoln County Grammar School, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid; (2), Of the Joint Board of Grammar and Common School Trustees of the Smith's Falls County Grammar School, praying that the annual Legislative aid to these Schools may be increased.

May 3rd, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of the Trustees of the Grammar School of Vankleek Hill, County of Prescott, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid.

May 5th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. William P. Newman and others praying for the repeal of the Upper Canada Separate School Act.

May 6th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Trustees of the Milton Grammar School, County of Halton, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid; (2), Of the Municipality of the Township of Moore, County of Lambton, praying that the Local Superintendent of Common Schools may be appointed by the Township Municipalities.

May 7th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of the Trustees of the Whitby County Grammar School, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid.

The Honourable T. J. J. Loranger, one of Her Majesty's Executive Council, presented, pursuant to Addresses to His Excellency the Governor General,—Return to an Address from the Legislative Assembly to His Excellency the Governor General, dated the 4th instant, praying His Excellency to cause to be laid before the House, "Copy of any Report, or Reports, that may have been made to him by the Chief Superintendent of Education for Upper Canada, during the present year, on Separate, or Dissentient, Schools."*

May 10th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of the Trustees of the Carleton Place Grammar School, County of Lanark, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid.

May 12th, 1858. Mr. George Benjamin, from the Standing Committee on Printing, presented to the House the Eighth Report of the said Committee, which was read as followeth:—By Mr. John White,—"Return to an Address for Report of Chief Superintendent of Education for Upper Canada, on the subject of Separate Schools." Your Committee recommend that this Report be printed, under the direction of the Chief Superintendent; and that the same number be printed, as of his Annual Report of the last year.

Ordered, That the Petition of Messieurs Thompson and Company, and others, of Toronto, praying for an Inquiry into the Upper Canada Educational Depository, (as recommended in the Seventh Report of the Standing Committee on Printing,) be printed for the use of the Members of this House.†

The Order of the Day for the second reading of the Bill to incorporate "Knox's College, Toronto," being read; the Bill was accordingly read a second time, and referred to the Standing Committee on Miscellaneous Private Bills.

*This Return, which is in the form of a Special Report on Separate Schools and the supply of Public School Libraries is printed in Chapters XXVI-XXVII of this Volume.

†This Petition and remarks thereon by the Chief Superintendent of Education is printed in Chapter XXIX of this Volume.

Ordered, That the Seventy-second Rule of this House be suspended as regards the said Bill.

May 14th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Mayor, Aldermen and Commonalty of the City of London, praying that a certain tract of Land in the said City may be granted to them for School purposes; (2), Of the Trustees of the Elora County Grammar School, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid; (3), Of Mr. Michael Brown and others, Booksellers, of Brantford; praying that an inquiry may be made into the operations of the Educational Depository, of Upper Canada in all of its Branches.

The Honourable T. J. J. Loranger laid before the House, by command of His Excellency the Governor General,—The Report of the Council of University College, for the year 1857, in terms of the Thirty-seventh Section of the University of Toronto Act, 16th Victoria, Chapter 89.*

May 17th, 1858. The Order of the Day for the Second Reading of the Bill, providing for the repeal of the several Acts, and parts of Act, authorizing the establishment and maintenance of Separate, or Sectarian, Schools in Upper Canada, being read; Mr. Thomas Ferguson moved, seconded by Mr. John Cameron, and the Question being proposed, that the Bill be now read a second time; Mr. Richard W. Scott moved in amendment to the Question, seconded by Mr. Henry W. McCann, That the word "now" be left out, and the words "this day six months," added at the end thereof. And the Question being proposed on the Amendment; and a Debate arising thereupon, it was,—

Ordered, That the Debate be adjourned.

May 19th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. James Campbell and others, Booksellers and Publishers of the City of Toronto; representing that much advantage to the Public is derived from the Educational Depository of Doctor Ryerson, Chief Superintendent of Education in Upper Canada, and praying that no change may be made in regard to the same, until the correctness of the Complaints contained in the various Petitions against it shall have been inquired into.†

Resolved, That the Petition of Messieurs Thompson and Company, and others, Booksellers, of Canada, praying that the Educational Depository, in all of its Branches, be inquired into, be referred to a Select Committee, composed of Mr. George Brown, Mr. Oliver Mowat, Mr. John Simpson, Mr. John Cameron, Mr. Robert Bell, Mr. George Benjamin, and Mr. Christopher Dunkin, to examine the contents thereof, and to inquire as to the propriety of the continuance of the traffic in Books carried on by the Upper Canada Educational Department; to report thereon with all convenient speed, with power to send for Persons, Papers, and Records.

Ordered, That all Petitions relating to the traffic in Books carried on by the Upper Canada Education Department, be referred to the said Committee.

(NOTE. There is no record in the Proceedings of the House of Assembly that this Committee ever made a Report to the House.)

May 20th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Joint Board of Grammar and Common School Trustees of the Town of Sarnia, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid; (2), Of Mr. Francis Foster, of the Township of the Gore of Toronto, praying that the Fund for Superannuated School Teachers may be increased.

Mr. A. A. Dorion, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Third Report of the said Committee, which was read, as

* This Report will be printed in a subsequent Chapter of this Volume.
†A copy of this Petition will be printed in a subsequent Chapter of this Volume.

followeth:—Your Committee have examined the Bill to incorporate Knox College, Toronto, and have agreed to report the same with certain Amendments, which they beg to submit for the consideration of Your Honourable House.

May 27th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of the Trustees of the Chatham County Grammar School, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid.

May 29th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of the Board of the University of Victoria College, praying for amendments to their Act of incorporation; (2), Of the Town Council of the Town of Collingwood; praying for certain amendments to the Common School Law for Upper Canada.

May 31st, 1858. The Order of the Day for the Second Reading of the Bill to re-unite part of School Section Number Five, in the Municipality of Trafalgar, with the Town of Milton, for School purposes, being read; The Bill was accordingly read a Second time, and referred to the Standing Committee on Miscellaneous Private Bills.

June 1st, 1858. Mr. Joseph E. Turcotte, from the Committee on Standing Orders, presented to the House the Sixteenth Report of the said Committee, which was read, as followeth:—The Petition of the Board of the University of Victoria College, for an increase in the number of Members of the University Board, is not of a nature to require the publication of notice.

June 2nd, 1858. Ordered, That the Honourable Sidney Smith have leave to bring in a Bill to amend the Charter of Victoria College. He accordingly presented the said Bill to the House, and the same was received and read for the First time; and ordered to be read a Second time on Friday next.

June 4th., 1858. The Honourable T. J. J. Loranger, one of Her Majesty's Executive Council, presented, pursuant to an Address to His Excellency the Governor General,—Return to an Address from the Legislative Assembly, to His Excellency the Governor General dated the 31st ultimo, praying His Excellency to cause to be laid before the House, "a Copy of a Letter from the Reverend Doctor Ryerson to the Provincial Secretary, dated 29th December, 1856; also, of a Copy of the Order-in-Council thereon."*

June 8th, 1858. The Order of the Day for the second reading of the Bill to amend the Charter of Victoria College, being read; The Bill was accordingly read a Second time, and referred to the Standing Committee on Miscellaneous Private Bills.

June 11th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of the Mayor, Aldermen and Commonalty of the City of Toronto; praying for certain amendments to the Upper Canada School Law, with respect to the levying and collecting of School Rates, in so far as the same may refer to the City of Toronto.

June 12th, 1858. Mr. Antoine A. Dorion, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Eleventh Report of the said Committee, which was read, as followeth:—Bill to re-unite part of School Section Number Five, in the Municipality of Trafalgar, with the Town of Milton, for School purposes. Bill to annex School Section Number Three, in the Township of Matilda in the County of Dundas, for School purposes, to the School Section of the Village of Iroquois.

June 17th, 1858. Mr. Antoine A. Dorion, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Fourteenth Report of the said Committee, which was read, as followeth:—Your Committee reports the following Bill with several amendments:—Bill to amend the Charter of Victoria College, Cobourg.

June 18th, 1858. Pursuant to the Order of the Day the following Petition was read:—Of Mr. A. Macdonald, Chairman, on behalf of the Trustees of the Guelph County Grammar School, praying that the Grammar Schools of Upper Canada may receive additional Legislative aid.

*A Copy of this Letter will be found on pages 180-182 of the Twelfth Volume of this Documentary History.

June 21st, 1858. Pursuant to the Order of the Day the following Petition was read:—Of the Trustees of the Weston County Grammar School and others; praying that the Grammar Schools of Upper Canada, may receive additional Legislative aid.

June 23rd, 1858. Mr. Thomas Ferguson moved, seconded by Mr. John Cameron, and the question being proposed, That it is necessary and expedient that the several Acts and parts of Acts authorizing the establishment and maintenance of Separate and Sectarian Schools under the Common School Law of Upper Canada, should be repealed forthwith;

Mr. Gilbert McMicken moved, in amendment to the Question, seconded by Mr. Orle R. Gowan, That all the words after: "That," to the end of the Question, be left out, and the words:—"the matter of the Separate Schools be referred to a Select Committee to be named by the House, with instructions to frame a Bill recognizing the Rights and Privileges now solemnly guaranteed by law, in relation to Separate Schools, so far as the same are now practically enjoyed by any parties, and providing for the continuance of such Rights and Privileges, so long as they continue so to be enjoyed practically, but ceasing upon non-user; and that it be further provided, that all state recognition, or Legislative sanction, be withdrawn from every system of Separate School Education beyond the privileges now embraced, and so to be continued," inserted instead therefore.

Mr. Thomas M. Daly moved, in amendment to the said proposed amendment, seconded by Mr. John Carling, that the words:—"the matter of Separate Schools be referred to a Select Committee, to be named by the House, with instructions to frame a Bill, recognizing the Rights and Privileges now solemnly guaranteed by law, in relation to Separate Schools, so far as the same are now practically enjoyed by any parties, and providing for the continuance of such Rights and Privileges, so long as they continue so to be enjoyed practically, but ceasing upon non-user, and that it be further provided, that all State recognition, or Legislative sanction, be withdrawn from every system of Separate School Education, beyond the privileges now embraced, and so to be continued," be left out, and the words:—"in the opinion of this House, the present Laws relating to Common Schools in Upper Canada should be maintained," inserted instead thereof.

And the Question being put on the Amendment to the said proposed Amendment; the House divided: and the names being called for, they were taken down, as follows:—Yeas 31; Nays 78; So it passed in the Negative.

And the Question being put on the Amendment to the original Question, the House divided: and the names being called for, they were taken down, as follows:—Yeas 3; Nays 107. So it passed in the Negative.

Then the main Question being put; the House divided: and the names being called for, they were taken down, as follows:—Yeas 32; Nays 78; So it passed in the Negative.

June 28th, 1858. A Bill to annex School Section Number Three, in the Township of Matilda, in the County of Dundas, to the School Section of the Village of Iroquois, was, according to Order, read the Third time.

Resolved, That the Bill do pass, and the Title be, "An Act to re-unite the School Section Number Five in the Township of Trafalgar, in the County of Halton, to the Town of Milton, in the said Township for School purposes only."

Ordered that the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

A Bill to annex School Section Three, in the Township of Matilda, in the County of Dundas to the School Section in the Village of Iroquois, was, according to Order, read the third time.

Resolved, That the Bill do pass;

Ordered, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

June 30th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of the Municipality of the united Townships of Dalhousie, Sherbrooke North, and Lavant, praying that Municipalities may be enabled to invest the moneys, arising from the sale of Clergy Reserves, in Bank Stock, for the maintenance of Common Schools.

July 1st, 1858. Mr. George Benjamin, from the Committee of Supply, reported several Resolutions, one of which, from among others, was read as follows:—

Resolved, That a sum, not exceeding Two thousand dollars, ($2,000), be granted to Her Majesty, as an aid to the Schools of Medicine at Kingston and Toronto, (in connection with Victoria College); two at One thousand dollars, ($1,000), each for the year 1858.

July 3rd, 1858. The House, according to Order, resolved itself into a Committee on the Bill to incorporate Knox College, Toronto; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. Archibald McKellar reported, That the Committee had gone through the Bill, and made amendments thereunto.

Ordered, That the Report be received on Monday next.

July 8th, 1858. The House according to Order, resolved inself into a Committee on the Bill to amend the Charter of Victoria College, Cobourg; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. Archibald McKellar reported, That the Committee had gone through the Bill, and made amendments thereunto.

Ordered, That the Report be now received. Mr. McKellar reported the Bill accordingly, and the amendments were read and agreed to.

Ordered, That the Bill be read the Third time at the next sitting of this House.

A Bill to amend the Charter of Victoria College, Cobourg, was, according to Order, read the Third time.

Resolved, That the Bill do pass.

Ordered, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

July 9th, 1858. The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—The Legislative Council have passed the following Bill, without any amendments:—Bill, intituled:—"An Act to reunite School Section Number Five in the Township of Trafalgar, in th County of Halton, to the Town of Milton in the said Township, for School purposes only."

July 10th, 1858. Mr. Archibald McKellar reported the Bill to incorporate "Knox College, Toronto," and the Amendments were read and agreed to.

Ordered, That the Bill be read the Third time, on Monday next.

July 12th, 1858. A Bill to incorporate Knox College, Toronto, was, according to Order, read the Third time.

Mr. Hector L. Langevin moved, seconded by Mr. Joseph O. Beaubien, and the Question being put, That the following clause of the Bill be left out:—

"11. It shall be lawful for the Synod of the Presbyterian Church of Canada, at its next ordinary Meeting after the passing of this Act, to declare, by a Resolution, or By-law, to that effect, and record in the register of proceedings of the said Synod, the Theological Doctrines and Principles which shall be taught in the said College, or what are the Books and Documents, in which the said principles and Doctrines are contained; and such declaration, so made and recorded, shall be irrevocable, in so far as the said College shall be concerned, and shall be held, at all times thereafter, to contain the Theological Doctrines and Principles to be taught in the said College, and for the propagation of which the property now held for the said College, or hereafter acquired for the same, shall be appropriated, and to no other."

The House divided: and the names being called for, they were taken down, as follow:—Yeas 2, Nays 55. So it passed in the affirmative.¶

Resolved, That the Bill do pass, and the Title be, "An Act to incorporate Knox College, Toronto."

Ordered, That the Clerk do carry the Bill to the Legislative Council, and desire their concurrence.

The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—

The Legislative Council have passed the following Bill without any amendment:—Bill intituled:—"An Act to annex School Section Number Three, in the Township of Matilda, in the County of Dundas, to the School Section of the Village of Iroquois."

July 19th, 1858. The Clerk of the Legislative Council delivered, at the Bar of the House, the following Message:—The Legislative Council have passed the following Bill, without and amendment:—Bill intituled:—"An Act to amend the Charter of Victoria College, Cobourg."

Mr. George Benjamin, from the Committee of Supply reported the following, (among other Resolutions):—

July 20th, 1858. Resolved, That a sum, not exceeding Twenty thousand dollars, ($20,000), be granted to Her Majesty, as an aid toward the Superior Education Income Fund, Upper Canada. Distributed as follows:—Aid to Upper Canada College, Four thousand four hundred and forty-four dollars and forty-two cents; Aid to Victoria College, Three thousand dollars; Aid to Queen's College, Three thousand dollars; Aid to Regiopolis College, Kingston, Three thousand dollars; Aid to Grammar School Fund, Upper Canada, Two thousand nine hundred and fifty-five dollars and fifty-eight cents; Aid to St. Michael's College, Toronto, Two thousand dollars; To the Bytown College, and to the Belleville Methodist College, One thousand Six hundred dollars each, for the year 1858.

Resolved, That a sum, not exceeding One hundred and sixty thousand dollars, ($160,000) to be granted to Her Majesty, as an additional sum for Common Schools in Upper and Lower Canada, for the year 1858.

Ordered, That the said Resolutions be now read a Second time.

July 22nd, 1858. The Clerk of the Legislative Council delivered, at the Bar of the House, the following Mesasge:—

The Legislative Council have passed the following Bills without any amendment:—Bill intituled:—"An Act to incorporate Knox College, Toronto;" also a Bill, intituled:—"An Act to authorize the Senate of the University of Toronto to appropriate certain Lands for the purposes of a Park, and to include the same within the limits of the City of Toronto, and to extend the Police Regulations of the said City to the University Lands adjacent thereto," to which they desire the concurrence of this House.

July 23rd, 1858. The Honourable T. J. J. Loranger laid before the House, by command of His Excellency, the Governor-General,—the Annual Report of the Normal Model, Grammar and Common Schools in Upper Canada, for the year 1857, with an Appendix, by the Chief Superintendent of Education.*

July 24th, 1858. Mer Speaker reported that, agreeable to the commands of the Governor General he and the House of Assembly had attended upon His Excellency in the Legislative Council Chamber, where His Excellency was pleased to give, in Her Majesty's name, the Royal Assent to the following, among other Public and Private Bills:—

An Act to re-unite School Section Number Five, in the Township of Trafalgar, in the County of Halton, to the Town of Milton, in the said Township, for School purposes only.

*This Report is printed on pages 46-61 of the present Volume of this Documentary History.

An Act to annex School Section Number Three, in the Township of Matilda, in the County of Dundas, to the School Section of the Village of Iroquois, for School purposes only.

An Act to amend the Charter of Victoria College, Cobourg.

An Act to incorporate Knox College, Toronto.

July 26th, 1858. Pursuant to the Order of the Day, the following Petitions was read:—Of Mr. William Gordon, of the County of Renfrew, School Teacher, representing that he is Seventy-one years of age, and in very distressed circumstances, and receives only the yearly sum of Six pounds ten shillings, as a retired Teacher, from the Council of Public Instruction.

Ordered, That, in addition to the number of copies of the Annual Report of the Chief Superintendent of Education in Upper Canada, required by the Rules of the House, a sufficient number be printed to furnish each School and Municipal Corporation, Local Superintendent of Schools, and Board of Public Instruction in Upper Canada with a copy.

August 12th, 1858. On motion of Mr. John B. Robinson, seconded by Mr. John Cameron,

Ordered, That the Bill from the Legislative Council, intituled:—"An Act to authorize the Senate of the University of Toronto to appropriate certain Lands for the purposes of a Park, and to include the same within the limits of the City of Toronto, and to extend the Police Regulations of the said City to the University Lands adjacent thereto," be now read for the First time. The Bill was accordingly read for the First time.

Ordered, That the Bill be now read a Second time, and the Rules of this House suspended, as regards the same. The Bill was accordingly read a Second time, and referred to the Standing Committee on Miscellaneous Private Bills.

Mr. Christopher Dunkin, from the Standing Committee on Miscellaneous Private Bills, presented to the House the Thirty-first Report of the said Committee, which was read as followeth:—Your Committee have examined the Bill from the Legislative Council, intituled, "An Act to authorize the Senate of the University of Toronto to appropriate certain Lands for the purposes of a Park, and to include the same within the limits of the City of Toronto, and to extend the Police Regulations of the said City to the University Lands adjacent thereto," and have agreed to report the same, without amendment. On motion of Mr. Christopher Dunkin, seconded by Mr. Amos Wright,

Ordered, That the Bill from the Legislative Council, intituled:—"An Act to authorize the Senate of the University of Toronto to appropriate certain Lands for the purposes of a Park, and to include the same within the limits of the City of Toronto, and to extend the Police Regulations of the said City to the University Lands adjacent thereto," be now read a Third time, and the Rules of this House be suspended, as regard the same. The Bill was accordingly read the Third time.

Resolved, That the Bill do pass.

Ordered, That the Clerk do carry back the Bill to the Legislative Council, and acquaint their Honours that this House had passed the same, without any amendment.

Educational Proceedings of the Legislative Council, 1858.

March 8th, 1858. The following Petition was brought up and laid on the Table:—Of Mr. William Clegg and others of Ottawa, praying that a certain sum of money may be granted to Mr. Robert McKibbin for his services as a School Teacher in Upper Canada.

March 10th, 1858. Pursuant to the Order of the Day, the following Petition was read: Of the Municipal Council of the United Counties of York and Peel, praying that the Upper Canada Separate School Act may be repealed. [See page 230.]

March 12th, 1858. A Petition was brought up and laid on the Table by the Honourable John Hamilton, of Queen's College, Kingston.

March 15th, 1858. The Honourable Philip Vankoughnet presented to the House the Annual Report of the Senate of the University of Toronto, for the year 1857.*

March 16th, 1858. Pursuant to the Order of the Day, the following Petition was read: Of the Board of Trustees of the University of Queen's College at Kingston, praying for aid.

March 18th, 1858. Pursuant to the Order of the Day, the following Petition was read: Of the Right Reverend the Roman Catholic Bishop of Bytown, on behalf of Bytown College, praying for aid.

April 8th, 1858. The following Petition was brought up and laid on the Table:—Of the Medical Faculty of Queen's College, Kingston, praying for aid.

Pursuant to the Order of the Day, the following Petition was read: Of Mr. Henry Watson and others, of the Town of Milton, and of the Township of Trafalgar, praying that a certain portion of the said Township may be annexed to the Town of Milton for School purposes.

April 12th, 1858. The following Petitions were brought up and laid on the Table:—By the Honourable James Morris,—Of the Trustees of the Lanark County Grammar School, and also a Petition from the Trustees of the Galt County Grammar School.

April 13th, 1858. The following Petition was read:—Of Mr. J. W. Grawford and others, Trustees of the Vienna County Grammar School, praying that an additional Grant may be made towards the support of the Grammar Schools in Upper Canada.

April 15th, 1858. The following Petition was brought up and laid on the Table by the Honourable James Morris,—Of the Trustees of the London County Grammar School.

April 19th, 1858. Pursuant to the Order of the Day the following Petition was read:—Of the Trustees of the London County Grammar School, praying that an additional Legislative Grant may be made towards the support of Grammar Schools in Upper Canada.

April 20th, 1858. The following Petition was brought up and laid on the Table by the Honourable Benjamin Seymour,—of the Trustees of the St. Catharines County Grammar School.

April 21st, 1858. The following Petitions were brought up and laid on the Table by the Honourable Edmund Murney,—of the Trustees of the Napanee County Grammar School, and of the Trustees of the L'Orignal County Grammar School, praying that the Grammar Schools in Upper Canada may receive additional Legislative aid.

April 22nd, 1858. The following Petition was read:—Of the Trustees of the St. Catharines County Grammar School, praying for additional Legislative Grant to Grammar Schools in Upper Canada.

April 23rd, 1858. The following Petition was read:—Of the Trustees of the Napanee County Grammar School and others, praying that the Grammar Schools in Upper Canada may be placed upon a better footing.

April 28th, 1858. The following Petitions were read:—Of the Trustees of the Smith's Falls County Grammar School;—of the Trustees of the Colborne County Grammar School;—and of the County Council of the County of Ottawa, severally praying for an increase of the Annual Grant for Common Schools.

Of the Synod of the Presbyterian Church of Canada, praying for a passing of an Act to incorporate Knox College, Toronto.

May 4th, 1858. The following Petition was read:—Of the Trustees of the Grammar School of Vankleek Hill, in the County of Prescott;—and of the Trustees of the Peterborough County Grammar School, severally praying for an additional Legislative Grant to Grammar Schools in Upper Canada.

*This Report will be found in a subsequent Chapter of this History.

May 5th, 1858. The following Petition was read:—Of the Trustees of the Lincoln County Grammar Schools, praying for an additional Legislative Grant to Grammar Schools.

May 10th, 1858. The following Petition was read:—Of the Trustees of the Milton, County of Halton, Grammar School;—of the Trustees of the Carleton Place, County of Lanark, Grammar School;—and of the Trustees of the Whitby County Grammar School, severally praying for an additional Legislative Grant to Grammar Schools in Upper Canada.

May 17th, 1858. The Honourable James Patton moved, seconded by the Honourable P. H. Moore, That an humble Address be presented to His Excellency the Governor-General for copies of all Correspondence which may have taken place between His Excellency and the Secretary of the State for the Colonies, and the Senate of the University of London; and also between the Senate of the University of Toronto and the Government, or any other parties, on the subject of the recognition of the University of Toronto, in the Royal Charter lately granted to the University of London; also for a copy of such Charter, if in the possession of the Government.

The Honourable Philip Vankoughnet presented to the House the Report of the Council of the University Council, Toronto, for the year 1857.*

May 18th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. James Campbell and others, of Toronto, praying against the introduction of any changes which might impair the present usefulness of the Upper Canada Educational Depository at Toronto.

May 25th, 1858. A Petition from the Town Council of Collingwood was read: for such an amendment of the "Common School Act" of Upper Canada as will compel School Trustees to abide by the decision of the majority of Rate-payers.

May 27th, 1858. The following Petition was read:—Of the Joint Board of Grammar and Common School Trustees of the Town of Sarnia, praying that Grammar Schools in Upper Canada may receive additional Legislative aid.

June 9th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of the Corporation of Toronto, praying for certain modifications of the School Law of Upper Canada.

June 15th, 1858. The following Petition was read:—Of the Trustees of the Port Hope County Grammar School, praying for additional Legislative aid to Grammar Schools in Upper Canada.

June 18th, 1858. The following Petition was read:—Of the Trustees of the Guelph County Grammar School, praying for an additional Legislative Grant to Grammar Schools in Upper Canada.

June 23rd, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of the Trustees of the Weston County Grammar School and others, praying that Grammar Schools in Upper Canada may receive additional aid from the Legislature.

July 2nd, 1858. A Message was brought from the Legislative Assembly by their Clerk with a bill intituled: "An Act to annex School Section Nnmber Three, in the Township of Matilda, in the County of Dundas, to the School Section of the Village of Iroquois," to which they desire the concurrence of this House. The said Bill was read for the First time. On motion of the Honourable Adam Ferrie, seconded by the Honourable P. H. Moore, it was,—

Ordered, That the said Bill be read a Second time on Tuesday next.

July 6th, 1858. The Order of the Day being read for the Second reading of the Bill intituled "An Act to annex School Section Number Three, in the Township of Matilda, in the County of Dundas, to the School Section of the Village of Iroquois,"

*This Report will be inserted in a subsequent Chapter.

the Honourable Adam Ferrie moved, seconded by the Honourable P. H. Moore, that the Forty-ninth Rule of this House be dispensed with, in so far as it relates to this Bill. The question of concurrence being put thereon, the same was resolved in the affirmative. Then the Honourable Adam Ferrie moved, seconded by the Honourable P. H. Moore, That the said Bill be now read a Second time. The question of concurrence being put thereon, the same was resolved in the affirmative, and the said Bill was then read a Second time accordingly.

Ordered, That the said Bill be referred to a Select Committee composed of the Honourable Messieurs. Ferrie, Mills, Fergusson and Perry, to meet and adjourn as they please.

July 7th, 1858. The Honourable Philip Vankoughnet presented to the House the Bursar's Statements of the Affairs of the University of Toronto and of Upper Canada College, for the year ending 31st December, 1857.*

July 9th, 1858. The Honourable Adam Ferrie, from the Select Committee to whom was referred the Bill intituled:—"An Act to annex School Section Number Three, in the Township of Matilda, in the County of Dundas, to the School Section of the Village of Iroquois," reported that they had gone through the said Bill and had directed him to report the same to the House without any amendment. On motion of the Honourable Adam Ferrie, seconded by the Honourable P. H. Moore, it was,—

Ordered, That the said Bill be read a Third time on Monday next.

July 12th, 1858. Pursuant to the Order of the Day, the Bill intituled:—"An Act to annex School Section Number Three, in the Township of Matilda, in the County of Dundas, to the School Section of the Village of Iroquois," was read a Third time. The question was put whether this Bill shall pass? It was resolved in the affirmative.

Ordered, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed these Bills without any amendment.

A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled:—"An Act to amend the Charter of the Victoria College," Cobourg, to which they desire the concurrence of this House. The said Bill was read for the First time. On motion of the Honourable James Morris, seconded by the Honourable James Gordon, it was,—

Ordered, That the said Bill be read a Second time to-morrow.

July 13th, 1858. A Message was brought from the Legislative Assembly by their Clerk, with a Bill intituled:—"An Act to incorporate Knox College, Toronto," to which they desire the concurrence of this House. The said Bill was read for the First time. On motion of the Honourable John Ross, seconded by the Honourable Philip Vankoughnet, it was,—

Ordered, That the said Bill be read a Second time to-morrow.

July 14th, 1858. The Order of the Day being read for the second reading of the Bill intituled:—"An Act to amend the Charter of Victoria College, Cobourg," the Honourable James Morris moved, seconded by the Honourable Ebenezer Perry, That the Fifty-seventh Rule of this House be dispensed with in so far as it relates to this Bill. The question of concurrence being put thereon, the same was resolved in the affirmative, and the said Bill was then read a Second time accordingly.

Ordered, That the said Bill be referred to a Select Committee, composed of the Honourable Messieurs Morris, Perry and Boulton, to meet and adjourn as they please.

Pursuant to the Order of the Day, the Bill intituled "An Act to incorporate Knox College," Toronto, was read a Second time.

Ordered, That the said Bill be referred to a Select Committee composed of the Honourable Messieurs Ross, Morris and Gordon, to meet and adjourn as they please.

*These Reports will be inserted in a subsequent Chapter.

July 15th, 1858. The Honourable Ebenezer Perry, from the Select Committee, to whom was referred the Bill intituled:—"An Act to amend the Charter of Victoria College," Cobourg, reported that they had gone through the said Bill, and had directed him to report the same to the House without any amendment. On motion of the Honourable Ebenezer Perry, seconded by the Honourable James Morris, it was,—

Ordered, That the said Bill be read a Third time to-morrow.

July 19th, 1858. The Honourable Philip Vankoughnet presented to the House a Bill intituled:—"An Act to authorize the Senate of the University of Toronto to appropriate certain Lands for the purposes of a Park, and to include the same within the limits of the City of Toronto, and to extend the Police Regulations of the said City to the University Lands adjacent thereto." The said Bill was read for the First time.

Ordered, That the Bill be read a second time on Wednesday next.

July 21st, 1858. The Order of the Day being read for the Second reading of the Bill intituled:—"An Act to authorize the Senate of the University of Toronto to appropriate certain Lands for the purposes of a Park, and to include the same within the limits of the City of Toronto, and to extend the Police Regulations of the said City to the University Lands adjacent thereto," the Honourable Philip Vankoughnet moved, seconded by the Honourable John Ross, That the said Bill be now read a Second time. After Debate, the question of concurrence being put threon, the same was resolved in the affirmative, and the said Bill was then read a Second time accordingly.

Ordered, That the said Bill be committed to a Committee of the whole House presently.

The House was then, according to Order, adjourned during pleasure, and put into a Committee of the Whole on the said Bill. After some time, the House was resumed, and the Honourable P. B. Blaquiere reported, from the said Committee, that they had gone through the said Bill and had directed him to report the same with an amendment, which he was ready to submit whenever the House would be pleased to receive it.

Ordered, That the Report be now received, and the said amendment being twice read by the Clerk and the question of concurrence put thereon, the same was agreed to. On motion of the Honourable Philip Vankoughnet, seconded by th Honourable John Ross, it was,—

Ordered, That the said Bill, with the amendment, be printed and read a Third time to-morrow.

July 22nd, 1858. The Honourable John Ross, from the Select Committee, to whom was referred the Bill intituled:—"An Act to incorporate Knox College," Toronto, reported that they had gone through the said Bill, and had directed him to report the same to the House without amendment. On motion of the Honourable John Ross, seconded by the Honourable Philip Vankoughnet, it was,—

Ordered, That the said Bill be read a Third time presently.

The said Bill was then read a Third time accordingly. The question was put whether this Bill shall pass? It was resolved in the affirmative.

Ordered, That the Clerk go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed this Bill without any amendment.

Pursuant to the Order of the Day, the Bill intituled:—"An Act to authorize the Senate of the University of Toronto to appropriate certain Lands for the purpose of a Park, and to include the same within the limits of the City of Toronto, and to extend the Police Regulations of the said City to the University Lands adjacent thereto," was read a Third time.

The question was put whether this Bill shall pass? It was resolved in the affirmative.

Ordered, That the Clerk do go down to the Legislative Assembly and acquaint that House that the Legislative Council have passed these Bills, to which they desire their concurrence.

August 16th, 1858. Mr. Speaker reported that, agreeable to the Commands of the Governor General, he and the House of Assembly had attended upon His Excellency in the Legislative Council Chamber, where he had been pleased to give, in Her Majesty's name, the Royal Assent to the following (among other) Bills:—the Title of which was read by the Acting Clerk of the Crown in Chancery:—An Act to authorize the Senate of the University of Toronto to appropriate certain Lands for the purposes of a Park, and to include the same within the limits of the City of Toronto, and to extend the Police Regulations of the said City to the University Lands adjacent thereto.

CHAPTER XXIV.

EDUCATIONAL ACTS PASSED BY THE LEGISLATURE IN 1858.

22ND VICTORIA, CHAPTER L.

AN ACT TO RE-UNITE SCHOOL SECTION NUMBER FIVE, IN THE TOWNSHIP OF TRAFALGAR, IN THE COUNTY OF HALTON, TO THE TOWN OF MILTON, IN THE SAID TOWNSHIP, FOR SCHOOL PURPOSES ONLY.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL OF CANADA.

(Assented to on the 24th of July, 1858).

WHEREAS previous to the Incorporation of the Town of Milton, in the Township of Trafalgar, in the County of Halton, the Trustees of School Section Number Five, in the said Township, were possessed of valuable and commodious School Premises, situated within the limits of the said Town of Milton;

AND WHEREAS, by virtue of such Incorporation, and the said Town of Milton thereby becoming a distinct School Section, the inhabitants of the said late Section Number Five, as at present constituted, have no voice in matters relating to the management of the said School property, to their great detriment and inconvenience, and, in order to remedy the same, they have prayed that the said Town of Milton and the said School Section Number Five, may be re-united for School purposes only:

Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. The limits of School Section of the Town of Milton, in the County of Halton, shall be extended for School purposes only, so as to include within its limits the said School Section Number Five, of the Township of Trafalgar, in the said County:—And, by virtue of such annexation, and for School purposes only, as aforesaid, all that part of the said School Section Number Five, north of the line running between Lots Number Thirteen and Fourteen, shall be included within the northward of the said Town; the eastward of the said Town shall extend eastward from Foster Street, and the line dividing the East and West halves of Lots Eleven and Twelve in the Second Concession, and South of the line between Lots Numbers Thirteen and Fourteen aforesaid; and the southward shall extend West from Foster Street and the line dividing the East and West halves of Lots Numbers Eleven and Twelve in the Second Concession of Trafalgar, and South of the line between Lots Numbers Thirteen and Fourteen aforesaid, and shall extend in each direction to the outside limits of the said extended School Section:—

2. The said School Section of Milton extended, as aforesaid, shall elect six Trustees under the provisions of the School Act (of 1850,) Thirteenth and Fourteenth Victoria, Chapter Forty-eight, relating to the election of Trustees by Town Sections; and, ex-

cepting as regards the election of Trustees, all that portion of the School Section of Milton, as hereby extended, which formerly constituted the School Section Number Five of Trafalgar, shall, in all respects, be governed by the laws relating to Township School Sections.

3. The Town Council of the Town of Milton, and the Council of the Township of Trafalgar, shall assess upon the inhabitants of the Town and of the said former School Section Number Five, respectively, amounts equal to the Legislative Grants which may, from time to time, be apportioned to the said School Section respectively, and any further amount that may be required to meet the expenses of the said extended School Section shall be raised in the two parts of the said School Section hereby united, the amount to be raised in each, in proportion to the number of children of school age in each such part respectively, and it shall be the duty of the said Municipal Council of the Township of Trafalgar to pay over to the Local Superintendent of Common Schools for the Town of Milton, such sum, or sums. of money, so raised and apportioned annually, for the support and maintenance of the said united School Section.

4. This Act shall have force and effect upon, from and after the Twelfth day of January next.

22ND VICTORIA, CHAPTER LI.

AN ACT TO ANNEX SCHOOL SECTION NUMBER THREE IN THE TOWNSHIP OF MATILDA, IN THE COUNTY OF DUNDAS, TO THE SCHOOL SECTION OF THE VILLAGE OF IROQUOIS.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL OF CANADA.

(Assented to on the 24th of July, 1858.)

WHEREAS, previous to the Incorporation of the Village of Iroquois, in the Township of Matilda, in the County of Dundas, the Trustees of School Section Number Three of the said Township of Matilda, within the limits of which the said Village of Iroquois then was, did, by special assessment of the inhabitants of the said Section, erect within the limits of the said Village a large and commodious Stone School House;

And whereas, by virtue of such Incorporation, and the said Village of Iroquois thereby becoming a distinct School Section, the inhabitants of the said Section, as at present constituted, have no voice in the matters relating to the management of the said School House, to their great detriment and inconvenience, and, in order to remedy such injustice, they have prayed that the said School Section may be annexed to the Municipality of the Village of Iroquois for School purposes only. Therefore Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. From and after the Twelfth day of January next, the present School Section Number Three of the Township of Matilda, in the County of Dundas, shall, with the Village of Iroquois in the Township of Matilda, form one School Section, irrespective of the Incorporation of the said Village, and the inhabitants of the said united School Section shall, upon such union, be at once restored to all the Rights and Privileges, with respect to the School House above mentioned, and the other Property appertaining to the former School Section, Number Three which they would have hitherto enjoyed, if the said Village of Iroquois had not been incorporated.

2. The said School Section of Iroquois, extended as aforesaid, shall elect six Trustees under the provisions of the School Act (of 1850,) Thirteenth and Fourteenth Victoria, Chapter 48, relating to the election of Trustees by Town Sections; and excepting, as regards the election of Trustees, all that portion of the School Section of Iroquois, as

hereby extended, which formerly constituted the School Section Number Three of Matilda, shall, in all respects, be governed by the laws relating to Township School Sections.

3. The Municipal Council of the Village of Iroquois, and the Council of the Township of Matilda, shall assess upon the inhabitants of the said Town, and of the said former School Section Number Three respectively, amounts equal to the Legislative Grants which may, from time to time, be apportioned to the said School Sections respectively, and any further amount that may be required to meet the expenses of the said extended School Section shall be raised in the two parts of the said Section hereby united, the amount to be raised in each to be in proportion to the number of children of school age in each such part respectively; And it shall be the duty of the said Municipal Council of the Township of Matilda to pay over to the Local Superintendent of Common Schools for the Village of Iroquois, such sum, or sums, of money so raised and apportioned annually for the support and maintenance of the said united School Section.

4. This Act shall be deemed a Public Act.

22ND VICTORIA, CHAPTER LXVII.

AN ACT TO AMEND THE CHARTER OF VICTORIA COLLEGE.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL OF CANADA.

(Assented to on the 24th of July, 1858.)

WHEREAS it has been represented by the Board of Victoria College, in a Memorial addressed to the Provincial Legislature, that it is desirable, on several grounds, to increase the number of the Members of that Board from Fourteen to Twenty-four, to consist of an equal number of Clergymen, or Ministers, and Laymen: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. The Charter of Victoria College contained in the Act, Fourth and Fifth Victoria, Chapter Thirty-seven, shall be, and is hereby, amended as follows:

1. The Board of the said College shall consist of Twenty-four Members, Twelve of whom shall be Clergymen, or Ministers, and Twelve shall be Laymen, exclusive of the President of the Executive Council, the Speakers of the Legislative Council and Legislative Assembly, and the Attorney and Solicitor General for Upper Canada;

2. The Trustees of the said College shall be Twelve, four of whom, in regular succession, shall retire from office annually, and their places shall be filled up in the manner provided in said Act, Fourth and Fifth Victoria, Chapter Thirty-seven;

Provided always, that each retiring Trustee shall be eligible for re-election to office as Trustee.

3. The Visitors of the said College shall be Twelve, (exclusive of the President of the Executive Council, the Speakers of the Legislative Council and Legislative Assembly, and the Attorney and Solicitor General for Upper Canada, who are *ex-officio* Visitors by law,) to be elected annually in the manner provided in the Charter of the said College, but each Visitor shall be eligible for re-election to office.

2. All the provisions of the said Act, Fourth and Fifth Victoria, Chapter Thirty-seven, shall apply to the Board and Meetings of the Trustees and Visitors of said College, as constituted by the foregoing provisions of this Act, in the same manner as they have hitherto applied to the said Board and Meetings of the Trustees and Visitors of the said College, under the said Act; and all the provisions of the said Act which are inconsistent with this Act, are hereby repealed.

3. This Act shall be deemed a Public Act.

22ND VICTORIA, CHAPTER LXIX.

AN ACT TO INCORPORATE KNOX COLLEGE, TORONTO.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL OF CANADA.

(Assented to on the 24th of July, 1858.)

WHEREAS a Theological Institution has been for some time, and is now in operation in Toronto, in this Province, under the authority of the Synod of the Presbyterian Church of Canada;

AND WHEREAS the property now held in trust for the said Institution has been acquired from persons who granted, or conveyed, the same for the purpose of creating an Educational Establishment, wherein the Theological Principles and Doctrines of the Presbyterian Church of Canada should be taught, and the said Synod has petitioned the Legislature for an Act to Incorporate the said Institution, under the name of "Knox College;"

AND WHEREAS it is expedient to comply with the said Petition: Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. James Gibb of Quebec; James Court, John Redpath and the Reverend Alexander F. Kemp, of Montreal; John R. Dickson and James Stewart, of Kingston; George Hay of Ottawa; Andrew Jeffery of Cobourg; William Heron and the Reverend Thomas Lowry, of Whitby; Donald McLellan, James Osborne and the Reverend David Inglis, of Hamilton; Morris C. Lutz, of Galt; Charles Allan, of Elora; Alexander D. Ferrier, of Fergus; Andrew Smith, of Woodstock; William Clarke and the Reverend John Scott, of London; Archibald Young, of Port Sarnia; George Brown, Christopher S. Patterson, the Reverend Michael Willis, D.D., and the Reverend William Reid, of Toronto, and all and every such Person, or Persons, as now is, or are, or shall, at any time hereafter, be Ministers of the Presbyterian Church of Canada, or Members of the said Church in full communion therewith, shall henceforth be a Body Corporate, under the name of "Knox College," and shall continue to be a Body Corporate, with perpetual succession, and a Common Seal, and with the powers vested in corporate bodies by "the Interpretation Act," and also with power, under the said corporate name, and without license in mortmain, to hold all property now held by the said Institution, or by any one, or more Persons in trust for the benefit of the said Institution, and to purchase, acquire, have, take, hold and enjoy, by gift, conveyance, devise, bequest, or otherwise, to them and their Successors, and Estate, or Property, Real, or Personal, to and for the use of the said College, in trust for the promotion of Theological Learning and the education of youth for the Holy Ministry, under the authority and according to the Principles and Standards of the Presbyterian Church of Canada aforesaid, and also with power to let, convey, or otherwise dispose of such Real, or Personal, Estate, from time to time, as may be deemed expedient, with the written consent of the Synod;

Provided always, that such Real Estate, so held by the said College hereby incorporated, shall be such, and such only as may be required for the purposes of College Buildings and Offices, Residences for the Professors, Tutors, Students and Officers, with Garden, or pleasure grounds, pertaining thereto;

Provided also, that the said College may acquire any other Real Estate, or any interest therein, by gift, devise, or bequest, if made at least six months before the death of the party making the same, and the College may hold such Estate for a period of not more than three years, and the same, or any part, or portion thereof, or interest therein, which may not, within the said period, have been alienated and disposed of,

shall revert to the party from whom the same was acquired, his heirs, or other representatives;

And provided also, that the proceeds of such Property as shall have been disposed of during the said period, may be invested in Public Securities of the Province, Stocks of the Chartered Banks, or other approved Securities, for the use of the said College.

2. It shall be lawful for the Synod of the Presbyterian Church of Canada, at its next ordinary Meeting after the passing of this Act, to declare, by a Resolution, or a By-law, to that effect, and record in the registrar of proceedings of the said Synod, the Theological Doctrines and Principles which shall be taught in the said College, or what are the Books and Documents in which the said Principles and Doctrines are contained; and such Declaration, so made and recorded, shall be irrevocable in so far as the said College shall be concerned, and shall be held at all times thereafter to contain the Theological Doctrines and Principles to be taught in said College, and for the propagation of which the property now held for said College, or hereafter acquired for the same, shall be appropriated, and to no other.

3. And the said Synod of the Presbyterian Church of Canada shall have the power at its next, or any subsequent, Meeting to appoint and remove Professors and Tutors in such way and manner as to them shall seem good; and shall also have power to make Rules and By-laws for the government of the said College, and to alter, amend and annul the same and make other Rules instead thereof, and also to constitute a Senate for the said College, with such powers as they may deem, from time to time, expedient; Also to constitute a Board of Management for the Financial and other Affairs of said College not otherwise provided for, in such manner and with such powers and under such conditions as to the said Synod shall, from time to time, seem expedient;

Provided always that such By-laws, Rules, or Regulations, be not contrary to this Act, or repugnant to the Laws of this Province.

4. In case the Body of Christians known under the name of the Presbyterian Church of Canada, shall, at any time, or times, hereafter, under that, or any other name, unite itself with any other Body, or Bodies, of Presbyterians adhering to the Principles and Doctrines mentioned in the Declaration to be made according to the School Section of this Act, or in Books and Documents therein mentioned, as containing the said Principles and Doctrines, or take such Body, or Bodies, of Presbyterians into union with itself, and, in any such case, such united Body of Presbyterians shall agree to hold, and shall hold, a Synod once, or oftener, in each year, according to the manner now in use in the said Presbyterian Church of Canada, then, and in every such case, this Act shall apply to such united Body of Presbyterians under whatever name they shall have formed such union, and all Rights, Powers and Authorities by this Act vested in the Synod of the Presbyterian Church of Canada shall be vested in and apply to the Synod of such united Body, under whatever name, or designation, such united Body may be known.

5. In case the said Presbyterian Church of Canada, or such united Body, as aforesaid, shall determine to form itself into two, or more, Synods, and to form one General Assembly, which shall have supreme jurisdiction in such Church, or united Body, then all the Rights, Powers and Authorities by this Act vested in the Synod of the Presbyterian Church of Canada, or in the Synod of such united Body, as aforesaid, shall be diverted from the said Synod and be applied to and be vested in such General Assembly; and, for the purpose of this Act, such General Assembly, or Supreme Court, shall thenceforth exclusively exercise all the Rights, Powers and Authorities conferred by this Act on the Synod of the Presbyterian Church of Canada.

22ND VICTORIA, CHAPTER XCIX.

EXTRACTS FROM AN ACT RESPECTING THE MUNICIPAL INSTITUTIONS OF UPPER CANADA.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL OF CANADA.

(Assented to on the 16th of August, 1858.)

Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:—

1. This Act shall come into force on the first day of December, One thousand eight hundred and fifty-eight.

SECTION 259, (1). The Council of every Township, City, Town, or Incorporated Village may also pass By-laws,—

(2). *Relating to Schools.* For obtaining such property as may be required for the erection of Common School Houses thereon, and for other Common School purposes, and for the disposal thereof, when no longer required; and for providing for the establishment and support of Common Schools according to law.

SECTION 279. The Council of every County and City may pass By-laws for the following purposes,—

(1.) *Lands for Grammar Schools.* For obtaining, in such part of the County, or of any City within the County, as the wants of the people may most require, the Real Property requisite for erecting County Grammar Schools Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such Grammar School Houses, and for disposing of such property, when no longer required.

(2.) *Aiding Grammar Schools.* For making provision in aid of such Grammar Schools, as may be deemed expedient;

(3.) *Pupils for competing for University Prizes.* For making a permanent provision for defraying the expense of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there, of such of the Pupils of the Public Grammar Schools of the County, as are unable to incur the expense, but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for, competing for any Scholarship, Exhibition, or other similar Prize, offered by such University, or College.

(4.) For making similar provision for the attendance at any County Grammar School, for like purposes, of Pupils of the Common Schools of the County;

(5.) *Endowing Fellowships.* For endowing such Fellowships, Scholarships, or Exhibitions, and other similar Prizes in the University of Toronto, and in the Upper Canada College and Royal Grammar School there, for competition among the Pupils of the Public Grammar Schools of the County, as the Council deems expedient for the encouragement of learning amongst the youth thereof.

22ND VICTORIA, CHAPTER CX.

AN ACT TO AUTHORIZE THE SENATE OF THE UNIVERSITY OF TORONTO TO APPROPRIATE CERTAIN LANDS FOR THE PURPOSES OF A PARK, AND TO INCLUDE THE SAME WITHIN THE LIMITS OF THE CITY OF TORONTO, AND TO EXTEND THE POLICE REGULATIONS OF THE SAID CITY TO THE UNIVERSITY LANDS ADJACENT THERETO.

SIR EDMUND WALKER HEAD, GOVERNOR GENERAL OF CANADA.

Assented to on the 16th of August, 1858.

Preamble. WHEREAS the Chancellor, Vice-Chancellor and Members of the Senate of the University of Toronto, deem it expedient, with a view to the interests of

the said University, to set apart a certain portion of the Lands now vested in Her Majesty, on behalf of the said University, for the purposes of a Park;

And Whereas the Mayor, Aldermen and Commonalty of the City of Toronto, have offered to put in order the said Park, take charge thereof and keep the same in order, in consideration that the same may be appropriated as a Public Park, to which the public generally shall have free access;

And Whereas it is for the interests of the said University that such offer should be accepted, and that such appropriation should be sanctioned by Legislative enactment;

And Whereas it is expedient that such Park should form part of the said City of Toronto, and that the other Lands vested in Her Majesty, as aforesaid, adjacent to the City of Toronto, should be subject to the Police Regulations of the said City; Therefore Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

University may lease to City, not exceeding 50 acres of Land adjacent to the City for a Park.

1. The Bursar of the University of Toronto may demise, at a nominal rent, for a period of nine hundred and ninety-nine years, to the Mayor, Aldermen and Commonalty of the City of Toronto, for the purposes of a Park, as well as for the use of Professors, Students and other Members of the University, as of the public generally, and for no other purpose whatsoever, so much of the Land vested in Her Majesty, as aforesaid, situate within, or adjacent to the limits of the said City, as the said Chancellor, Vice-Chancellor and Members of the Senate of the said University may, by By-law approved of by the Governor-in-Council, set apart for such purposes, not exceeding in the whole Fifty Acres, in trust for the said purposes, and upon such terms and conditions as may have been heretofore, or may hereafter, be agreed, upon between them.

Land so leased to be part of the City, and residue of the University Lands adjacent to be subject to its Police Regulations and By-laws.

2. So long as the said Lease shall remain in force, the Land, so demised, shall be deemed to be, and shall be taken to form, a part of the said City of Toronto; and the residue of the Lands so vested in Her Majesty, as aforesaid, adjacent to the said Park, shall be subject to all the Police Regulations of the City of Toronto, and to all By-laws of the said City in that behalf.

CHAPTER XXV.

CONFIDENTIAL REPORT ON THE SEPARATE SCHOOL QUESTION TO THE GOVERNOR-GENERAL IN 1858.

It was to be hoped, as it was expected, that with the passage of the noted Taché Separate School Act of 1855, made under such favourable circumstances, as herein narrated, the Separate School Agitation of the three previous years would have subsided, if not entirely ceased. But such, however, was not the case. The unexpected support, which that agitation had received from a prolific writer of the day, in his repeated attacks upon the Public School System, (as detailed in Chapter XVIII herewith), caused a revival of that controversy. It had also the effect of inducing the Reverend J. M. Bruyère, (endorsed, as he heartily was, by Bishop Pinsoneau) to contribute a series of Letters to the Toronto Press on the subject. See Chapter I.

I. CONFIDENTIAL MEMORANDUM OF THE GOVERNOR GENERAL TO THE CHIEF SUPERINTENDENT OF EDUCATION.

The Governor General, (Sir Edmund Head,) then a comparative stranger, being desirous of understanding what were the merits of the case, addressed the following Confidential Memorandum to Doctor Ryerson, requesting him to furnish him personally with a private Report upon the subject of Separate Schools, which he did in the Paper, which I insert in this Chapter.

In his Confidential Memorandum to Doctor Ryerson, Sir Edmund Head requested information on the following matters:—

1. The actual state of the Separate School Law of Upper Canada.

2. The actual state of the Dissentient School Law of Lower Canada.

3. Alleged grounds of Complaint, (if any,) in Upper Canada, on the part of *a*. the Roman Catholics; *b*. the Protestants.

4. Alleged grounds of complaint, (if any,) in Lower Canada, on the part of *a*, the Roman Catholics; *b*, the Protestants.

5. Assuming any alteration of the Law to be necessary, can it be made by placing the seceding portion of the Community in each Section of the Province respectively in the same position, *i.e.*, by making the same Law applicable to both Sections? If so, how should such an enactment run? Can it be done otherwise than by making the general Denomination of the School in each district *Catholic*, or *Protestant*, according to the votes of the householders, or heads of families, and making all seceding, or Separate Schools, entirely private in their character?

If all such seceding Schools are private, no powers could be given for collecting money for their support, or for subjecting them to State control, (except perhaps to simple inspection.)

But another question would be, whether those who supported seceding Schools could be exempted from paying to the fund on which the Common Schools were charged.

On all these points His Excellency desires a Report from the Superintendent, which, together with the Memorandum, must be considered confidential at present, although His Excellency reserves to himself the power of using it hereafter.

His Excellency also wishes it to be understood that he makes these enquiries simply for his own information, and without implying that there is any probability of change in the existing law.

QUEBEC, December, 1857. E. W. H.

II. REPLY TO THE FOREGOING CONFIDENTIAL MEMORANDUM BY THE CHIEF SUPERINTENDENT OF EDUCATION.

In obedience to His Excellency's Request, I beg to return the following Answer to the questions proposed in His Excellency's Memorandum on Separate Schools.

I. As to the actual state of the Law in Upper and Lower Canada, in regard to Separate Schools, I append a Paper, which was prepared by Mr. J. George Hodgins, the Deputy Superintendent of Education, and printed in 1856, containing, in parallel columns, the provisions of the respective Laws in Upper and Lower Canada on Separate Schools, showing the points of agreement and difference in the provisions of the Law in each section of the Province.

On examining this Comparative View of the provisions of the Law in both sections of Canada, it will be seen that the advantage, upon the whole, is on the side of the Roman Catholics of Upper Canada. The School Laws of Upper Canada secure a protection, in Religious matters, in the Public Schools that the School Law of Lower Canada does not secure to the Prostestants; nor are the Roman Catholics of Upper Canada required to express any dissatisfaction with the proceedings of the Public School Trustees, in order to be entitled to establish Separate Schools, as are the Protestants of Lower Canada.

There is, however, one most important element, or power, in working the School System in Upper Canada which does not exist in Lower Canada—namely our Municipal Councils, which provide a moiety of the School Fund, from the School divisions of the Townships, and appoint the Local Superintendents, or Inspectors, of Schools. This varies the form, though it does not affect the nature of the notices required to be given by parties establishing Separate Schools,---the notices being given in Lower Canada to the School Commissioners, and in Upper Canada to the Municipal Councils. In Upper Canada the co-operation of the Municipalities is voluntary, as they may, or may not, accept the Legislative School Grant upon the conditions offered; but, in Lower Canada, if the local elected Commissioners do not provide a sum equal to the Legislative Grant apportioned, the Government can supersede them and appoint other Commissioners, who have power to levy and collect moneys for School purposes. In Lower Canada the Protestants are to give notice six months before the last day of December, or of June, in order to establish a "Dissentient" School; in Upper Canada the Roman Catholics are to give notice on, or before, the First day of February, in order to be exempted from the payment of Municipal School Rates,—so that the Council may be able to omit their names from the Common School Tax Roll of the year.

Thus much in connection with the appended Comparative View (prepared by Mr. Hodgins), as to the actual state of the Law in Upper and Lower Canada in regard to Separate Schools.

II. As to the alleged grounds of complaint in Upper Canada on the part of the Protestants, or Roman Catholics, under the operations of the Separate School provisions of the Law, I know of no complaints on the part of Protestants, except against permitting Separate Schools at all. Protestant Separate Schools,---of which there are only four, or five, in Upper Canada,—are established under the provisions of the Nineteenth Section of the School Act of 1850, and the Fourth Section of the Supplementary School Act of 1853; but the Leaders of the Roman Catholic Separate School agitation expressed dissatisfaction with those provisions, in consequence of which they were repealed, in so far as they applied to Roman Catholics, and were superseded by the present Roman Catholic Separate School Act of 1855, the provisions of which were prepared under the auspices of the Roman Catholic Clergy,—who objected to the Separate School clauses of the former Acts,—and were introduced into the Upper House of the Legislature by the Honourable Colonel Taché,—the Chief Superintendent of Education for Upper Canada not having been consulted, or referred to, on the provisions of the Bill.

2. Against the provisions of this their own Act, the Roman Catholic Bishops and their newspaper organs complained, but in terms so general that it is difficult to state, or ascertain, the specific ground of their complaints. They complain that the Roman Catholics in Upper Canada have not equal rights with the Protestants in Lower Canada, in regard to Separate Schools; but this complaint has been shown again and again to be unfounded by an analysis and comparison of the provisions of the law in both sections of the Province. Yet these complaints and demands in general terms are reiterated; and we are left to ascertain by other means what are the real objects of them. From two sources, it is clear that the real object of these complaints is not equality between the Roman Catholics in Upper Canada and Protestants in Lower Canada; much less equality between the Protestants and Roman Catholics of Upper Canada; but the complete subversion of our National School System.

(1) This is involved in the provisions of every Bill, which they have proposed and urged, as necessary to "satisfy them". See my Annual Report printed in 1856, in which I have analyzed Mr. Bowes' Bill,*---the last of the measures demanded by the Roman Catholic Bishops,—having, (in Correspondence on Separate Schools printed by Order of the Legislative Assembly in 1855)† analyzed a previous Bill pressed by Bishop de Charbonnel upon the Government at Quebec. In every Measure, therefore, prepared and urged for the adoption of the Legislature by the Roman Catholic Bishops, the destruction of our National School System is involved, and the conferring upon Roman Catholics in Upper Canada powers and privileges, not possessed by any Religious Persuasion, even in England, and which are inconsistent with the rights of other Religious Persuasions, and with the hitherto acknowledged constitutional rights of Municipalities and individual citizens. (2) In the last of the printed Letters of the Reverend J. M. Bruyère, (whose writings have been endorsed by several Roman Catholic Bishops,) the overthrow of our Public School System is declared to be the object contemplated by the Roman Catholic Clergy; and the same object is explicitly avowed by their acknowledged Newspaper Organs. What they mean, therefore, by "justice to Roman Catholics in Upper Canada", is an essentially different thing from equality with the Protestants in Lower Canada.

3. It is also worthy of remark, that, on the passing of each of three Acts since 1850, amending the law in regard to Separate Schools, the Roman Catholic Bishop of Toronto and the Upper Canada Roman Catholic Newspaper Organs expressed their entire satisfaction with them, but afterwards complained of them, when it was found that they did not accomplish the object predicted at the time of their enactment by some of these Newspapers,—namely, deal out a "death blow to the State School System."

4. In justification of this change of sentiment in regard to these successive amended provisions of the Law, in relation to Separate Schools, it was alleged that I obstructed their free and liberal operation. One complaint was, that an unreasonably small sum was appportioned to the Separate Schools. In every case I have been prepared to shew that I have apportioned to the Separate School a sum equal, according to average attendance, to that which has been apportioned to the Public Schools in the same Municipality, and that also, according to the Statistical Returns made by the Trustees of the Separate Schools. Then, it has been complained that burthensome forms, notices, and Returns were required of the Supporters of Separate Schools. In reply, I remark, that the very same Returns and Forms are required of the Trustees of Public Schools, which are required of the Trustees of Separate Schools, one item excepted,---that the supporters of Dissentient Schools in Lower Canada give notice to the School Commissioners, while the Supporters of Separate Schools in Upper Canada give notice to Clerks of Municipalities, they having formerly complained of being required to give notice to the Trustees of Public Schools in their divisions.

5. But it may be asked, why is it that the provisions of the School Law in regard to dissentients operate so much more successfully in Lower, than in Upper, Canada? I answer, the actual difference is not so great as has been supposed. The number of Dissentient Schools in Lower Canada, according to the Superintendent's last Report, is 73, for a reported population of 143,395 Protestants. The number of Separate Schools in Upper Canada is 80 for a reported population of 167,695 Roman Catholics. But there are three other answers to the question proposed. (1) It is not the wish of the Protestant inhabitants of Lower Canada to overthrow a National School System, as is avowed by the leading Roman Catholic advocates of Separate Schools in Upper Canada. (2) The supporters of Dissentient Schools in Lower Canada are, as a whole, more intelligent and more wealthy, and know better how to proceed and manage their affairs, than the Supporters of Separate Schools in the rural parts of Upper Canada. This poverty and ignorance on the part of a great portion of the Supporters of Separ-

*See page 293 of the Twelfth Volume of this Documentary History.
†See Chapter One of the Twelfth Volume of this Documentary History.

ate Schools in Upper Canada is not so apparent, or so much felt, when they are associated with other classes of the inhabitants in the management of local affairs; but when they stand out isolated from other classes, as they do in Separate School matters, from the intelligent counsel of Local School Superintendents, and the co-operation of Municipal Councils, their inexperience and incapacity become painfully obvious, and the Priests, who frequently assume the whole Correspondence and management in Separate School matters, seem to possess little more practical talent and knowledge of legal modes of proceeding than those whom they influence to establish Separate Schools. And when, in some instances, I have had to point out to them their mistakes, and the necessity of their complying with the provisions of the Law, in order to share in the School Fund, and secure exemption from the payment of Public School Rates, they have, (apparently to justify themselves in the eyes of their followers, and to seek occasion of attack upon the School System), assailed me by Letter, and sometimes in the Newspapers for illiberally construing the Law, and endeavoring to retard the operations of Separate Schools, though I have, in all cases, given them the benefit of every legal doubt and have often overlooked more irregularities and defects in their Returns, than I have done in the Returns from the authorities of Public Schools. (3) The cordial co-operation of the first Roman Catholic Bishop of Toronto, (Bishop Power,) in support of the Public Schools,—before the introduction of the new councils and new feelings against them,—the greater resources, conveniences, cheapness, and efficiency, of the Public over the Separate Schools,—the equal protection of the Religious scruples and rights of all classes of pupils in the Public Schools, instead of their being Denominational, as they are for the most part in Lower Canada—the serious disadvantages which Roman Catholics experience and inflict upon their children by isolating them from other classes of youth in their intellectual training and social intercourse, are all circumstances and considerations unfavourable to Separate Schools and favourable to the Public Schools, and weigh strongly with a large proportion of the most intelligent Roman Catholic As long as the Public Schools are maintained, or rather as long as the hitherto aknowledged rights of Municipalities and individuals are protected, in regard to Schools, Separate Schools must be very feeble and inefficient in Upper Canada except in a few Cities and Towns, and in some of these they are very sickly. Hence, as the only means of succeeding in the new policy inaugurated by the Roman Catholic Bishops,—that of keeping their children and youth separate from Protestant children and youth,—they aim at subverting our Public School System. It is not pretended that Roman Catholic children are not protected in their Religious rights and feelings, or that any teaching is allowed which is at variance with the doctrines of their Church; but Roman Catholic children are prohibited from mixing with Protestant children upon the ground of Faith and Morals—"Protestantism being", according to their teaching, "a species of infidelity" and Protestant children "young infidels".

III. I now address myself to the several questions under Number Five of the Memorandum. The first question is:—"Assuming any alteration in the Law to be necessary, can it be made by placing the seceding portion of the community in each section respectively in the same position—*i.e.* by making the same Law applicable to both?"

Answer:—I see no difficulty in framing a law by which the community may be divided into two, or more, classes, and placing each class in the same position, whether consisting of the majority, or minority; and this can be done by authorising each party to establish a School in the same manner and upon the same conditions, and by requiring the Municipal Assessor, or Collector, to ascertain from each Rate-payer to the School of which party his Rate should be paid, and for the local Treasurer to pay it accordingly---and for the Legislative School Grant to be apportioned to the School of each party according to average attendance, or the amount paid from local sources to each School.

But to this scheme there are the following objections, apart from the fundamental one that it subverts what have been established and recognized as the rights of Municipalities, and overthrows a System of National Schools: (1) There could be no School divisions applicable to each party; for what might be convenient for the one would be very inconvenient, or impracticable, for the other, and any Municipal authority defining them would not be likely to be impartial, and would certainly be charged with partiality. (2) There could be no uniform standard, and, therefore, no guarantee for the qualifications of Teachers, as objections would be made by one party, or the other, (as the Roman Catholics have already objected to their Teachers coming before a Public Board of Examiners, as do other Teachers,) or to their Teachers being subject to examination by any other than their own authority.

(3) There must be Inspectors for each class of Schools, as one would object to be inspected by an Inspector not of its own party, and there would be no means of ascertaining the state and character of the Schools, and the correcting of their Returns without local Inspectors. Municipal Councils would not appoint and pay two, or more, Inspectors in each Municipality; nor is it likely that the Legislature would provide for their salaries. Even in England, the Wesleyans and Dissentients will not receive the Inspectors of the Church of England Schools. (4) There could be no uniform series of Text-books,—one of the most important conditions of efficiency and success in a System of Public Schools, as well as one of our greatest achievements in Upper Canada. Each party would have its own Books. (5) Every Municipality in Upper Canada, (though none in Lower Canada have,) has power to levy and collect Rates for Dissentient, or Separate, as well as for Public, Schools; yet not one Municipality will levy and collect Rates for the former. In Cities, Towns, and Incorporated Villages, the Board of School Trustees, elected by the Rate payers, have authority to establish "any kind, or description, of Schools,"—terms which, as I have stated in my Official Circulars, from the passing of the Act in 1850, include the power to establish a system of Denominational Schools in each City, Town and Incorporated Village in Upper Canada, if the Electors so desired; yet has every proposition to that effect, however modified, been rejected in every Municipality in which it has been proposed. The action in each Municipality is voluntary, and has been so from the beginning. Should the Law, therefore, be changed, so far as to deprive them of their present discretionary power, and compel them, if they levied and collected School Rates at all, to do so for Denominational Schools, there is every reason to believe they would refuse to levy any School Rate whatever; and thus all that has been done would fall to the ground, and the whole School System would perish in a year. There is a great difference between a Municipality co-operating to instruct children in the secular and essential branches of education common to all classes, and compulsion in levying and collecting Taxes to establish and support Schools for teaching the Dogmas and Ceremonies of different Sects. The Municipalities have evinced the utmost willingness and liberality to do the former, but have invariably refused to do the latter.*

2. The Second Question in the Memorandum is, "Can it [what was proposed in the first question,] be done otherwise than by making the general denomination of the School in a district Catholic, or Protestant, according to the votes of the householders, or heads of families, and making all seceding, or Separate, Schools entirely private in their character?"

Answer:—In my answer to the preceding question, I have intimated that a law might be framed to divide the community into as many parties as might be designated; but there has been hostility to any such division, and a very reluctant acquiescence in permitting Roman Catholic, or Protestant, Separate Schools at all,—an utter opposition to have the Public Schools Denominational, either as Protestant, or Roman Catholic, and a fixed and universal determination to maintain them as National—equally open

*The present Law, which was enacted after Doctor Ryerson retired from office, requires the Municipal Councils to impose and collect taxes for the Separate Schools.

to all classes, and the Religious scruples of all classes equally protected, leaving and allowing facilities to each class to give Religious Instruction to its own youth in its own way.

But assuming what is implied in the question, that the general denomination of the School should be made Catholic, or Protestant, according to the vote of householders, or heads of families, such a System would make every neighborhood the arena of deadly strife between Roman Catholic and Protestant, and voting under such circumstances would seldom be conducted without violence, if not bloodshed. To decide by a popular vote in each neighborhood whether the Protestants, or Roman Catholics, shall have a School, and also whether the Protestants shall support the Roman Catholic School, or whether the Roman Catholics shall support the Protestant School, is to ignore the principles of religious belief and conviction involved in the question, and suspend the whole upon the chance majority vote of a popular election.

3. Then as to the Separate Schools, or Schools of the minority, being entirely private in their character, it would be depriving the weaker party in each neighborhood of any aid in the education of their children, not because of any crime, or unworthiness, but simply because they happen to be the weaker party—a principle that could not be justified upon the grounds of religious justice, or sound policy.

4. In regard to the question as to "whether those who supported seceding Schools could be exempted from paying to the fund on which Common Schools are charged?" I remark that the present law exempts all supporters of Separate Schools from paying Rates for the support of the Common Schools, as long as they keep in operation the Separate School of which they declare themselves to be supporters; and the Separate School Trustees are empowered by law to levy and collect rates from Supporters of such Schools the same as are public School Trustees empowered to collect Rates from the other freeholders and householders of their School division.

5. The legal provisions for this dual System of Schools have existed in both Upper and Lower Canada since the first Session after their union in 1840; and it is, I think, the only one that can be maintained, although I think there is now greater doubt than ever as to the possibility of retaining the Separate School provisions in the Statute Book. The existence of the provisions at all is clearly against the feelings of the great majority of the people of Upper Canada, and it has been considered by numbers of most intelligent persons as inconsistent with, and dangerous to the stability of a National System of Education. But I combatted these apprehensions in my Reports and Circulars, and in my personal visits to the various Counties of Upper Canada, so that there was no agitation on the subject, when Bishop de Charbonnel, and, after him, other Roman Catholic Clergy and their Newspapers, commenced an attack upon our whole School System, denouncing it is immoral and vicious, and demanding that the Roman Catholics, as a Body, should be incorporated into a separate organization, and receive Legislative School Grants and Municipal School Funds according to their numbers, with a Superintendent from among themselves—thus claiming absolutely a large portion of public and Municipal revenue, and local corporate powers of a fearful extent, as an endowment for the exclusive teaching of the Roman Catholic Church;—a thing never mooted in respect to the Protestants in Lower Canada, never heard of in any free Country, and subversive of the right of individual liberty and choice among the Roman Catholics, and inconsistent with the rights of Municipalities and of individual property among the Protestants. It was attempted to accomplish these objects with a high hand; so much so that Roman Catholic Members of the Government and of the Legislature who would not bow in passive obedience in support of these Episcopal demands, were denounced by Episcopal authority, as were all Roman Catholic Electors in each of the Municipalities, who should vote for Councillors, or Members of Parliament, that would not pledge themselves to support those claims to Roman Catholic independence and supremacy in matters of education, demanded under the modest and deceptive name

of "Catholic Rights". It is this double aggression by Roman Catholic Bishops and their supporters, in assailing, on the one hand, our Public Schools and School System, and invading what have been acknowledged as sacred constitutional rights of individuals and Municipalities, and, on the other hand, in demanding the erection and support, at public expense of a Roman Catholic Hierarchical School System, which has aroused to so great an extent the people of Upper Canada against permitting the continuance any longer of the provisions of the law for Separate Schools. And it must be acknowledged that a combined secular, with separate Religious Instruction, is the only safe, just and defensible System of National Education.

6. In conclusion I beg to add a word as to the intereference of parties in Lower Canada with the School System of Upper Canada. The existence of two Systems of Public Instruction, in several respects widely different, shews that the feelings, habits, Municipal and other institutions of the inhabitants in each Province of Canada have been equally and exclusively consulted in their construction and development. In Lower Canada, the only protection, of any pupil in matters of Religion is that his Book of Religious Instruction shall be selected by his Priest, or Minister; there is no recognition of parental rights, or choice in the matter of Religious Instruction; the local Commissioners, analagous to our Boards of School Trustees, make the Regulations and direct, at their pleasure, in regard to all the Religious Ceremonies and Instruction in the School, or Schools, under their care, and there is no provision in the Law to secure to any Protestant pupil, or his Parent, any option as to attending and observing them. The only protection of Protestants is the right of establishing a Dissentient School, when they disapprove of the Regulations and customs authorised by the local Trustee Commissioners in their School; but where the Protestant inhabitants are too few to establish a Dissentient School, they have no other resources than to keep their children from School, or suffer them to attend all the Religious Ceremonies and Exercises imposed in the Roman Catholic School; and this I am informed, on good authority, is the case in most of the Schools in Lower Canada, as there are only 73 Dissentient Schools for about 35,383 Protestant children of School age. But in Upper Canada, in all the Public Schools, every pupil is protected and excused by law from attending any Religious Exercise of Devotion, or Instruction, as well as from reading any Religious Book, to which his Parent, or Guardian, objects. Yet there has been no interference in Upper Canada with the School System of Lower Canada, which has been framed and carried into effect in accordance with the wishes of the inhabitants there and their Representatives in Parliament. I deprecate the interference of Bishops and Priests in Lower Canada, or of their Representatives, with the School System of Upper Canada, the wishes of whose inhabitants and their Representatives are entitled to no less consideration than those of Lower Canada; and especially when the fundamental principle of our School System is, equal and impartial protection to all Religious Persuasions, and equal educational advantages for all.

I have to apologize for the length of this Reply to the questions proposed and the topics suggested in His Excellency's Memorandum; yet feeling that I have but feebly and imperfectly performed the task assigned to me. But in preparing this Paper for His Excellency's own information, I have thought it proper to express myself without reserve; and I have appended extracts from my Annual Reports and Correspondence in relation to Separate Schools, for perusal or reference,* should His Excellency desire to investigate the subject any further.

TORONTO, 14th of January, 1858. EGERTON RYERSON.

*These extracts from Reports and Correspondence, being too voluminous, are not inserted here,—they being already embodied in various Chapters of this Documentary History.

ENCLOSURE: THE LAW RELATING TO ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA AND TO THE PROTESTANT DISSENTIENT SCHOOLS IN LOWER CANADA, COMPARED. (ARRANGED IN PARALLEL COLUMNS, WITH REFERENCES TO IDENTICAL, OR ANALOGOUS, PASSAGES IN EACH LAW.)

THE TACHE ACT TO AMEND THE LAWS RELATING TO ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA.

18 Victoria, Chapter 131, of 1855.

Acts repealed

I. The Nineteenth Section of *"The Upper Canada School Act of* 1850," and the Fourth Section of *"the Upper Canada Supplementary School Act of* 1853," and all other provisions of the said Acts, or of any other Act, inconsistent with the provisions of this Act, are hereby repealed, so far only as they severally relate to the Roman Catholics of Upper Canada.

Five Heads of Families may call Meeting.

II. Any number of persons, not less than five heads of families, being freeholders, or householders, resident within any School Section of any Township, or within any Ward of any City, or Town, and being Roman Catholics, may convene a public Meeting of persons desiring to establish a Separate School for Roman Catholics in such School Section, or Ward, for the election of Trustees for the management thereof.

Majority present to elect three Trustees.

III. A majority of the persons present, not less than ten in number, being Freeholders, or Householders, and being Roman Catholics, at any such Meeting may elect three Persons resident within such Section to act as Trustees for the management of such Separate School, and any Person, being a British Subject, may be elected as such Trustee, whether he be a Freeholder, or Householder, or not.

Notice of the establishment of a Separate School.

IV. A notice addressed to the Reeve, or to the Chairman of the Board of Common School Trustees, in the Town-

THE LAW RELATING TO DISSENTIENT SCHOOLS IN LOWER CANADA.

9th Victoria, Chapter 27, *of* 1846.

How to establish Dissentient Schools.

XXVI And be it enacted, That when in any [School] Municipality the Regulations and arrangements made by the School Commissioners for the conduct of any School, shall not be agreeable to any number whatever of the inhabitants professing a Religious Faith different from that of the majority of the inhabitants of such Municipality, the inhabitants, so dissentient, may collectively signify such dissent in writing to the Chairman of the said Commissioners, and give in the names of three Trustees, chosen by them for the purposes of this Act; and such Trustees shall have the same powers and be subject to the same duties as School Commissioners, but for the management of those Schools only which shall be under their control; and such dissentient inhabitants may, by the intervention of such Trustees, establish, in the manner provided with regard to other Schools, one, or more, Schools, which shall be subject to the same provisions, duties and supervision, and they shall be entitled to receive from the Superintendent, or from the School Commissioners, such sum out of the general, or local, School Fund as shall be proportionate to the dissentient population they represent; Provided always, that whenever the majority of the children attending any School now in operation, and the School-house, shall belong to, or be occupied by such dissentients, the said School-house shall continue to be occupied by them, so long as the number of children taught in such School shall amount to the number required by this Act to form a School District, and the entire amount of moneys raised by assessment on such dissentients shall be paid to the Trustees of such School, together with a due proportion of the Building Fund.

ship, City, or Town, in which such Section is situate, may be given by all persons resident within such Section, being Freeholders, or Householders, and being Roman Catholics, favourable to the establishment of such Separate School, whether they were present at such Meeting, or not, declaring that they desire to establish a Separate School in such School Section, and designating by their names, professions and places of abode, the persons elected in the manner aforesaid as Trustees for the management thereof.

V. Every such notice shall be delivered to the proper Officer by one of the Trustees so elected, and it shall be the duty of the Officer receiving the same to endorse thereon the date of the reception thereof, and to deliver a copy of the same, so endorsed and duly certified by him, to such Trustee.

Effect of such Notice.

VI. From the day of the date of the reception of every such notice, the Trustees therein named shall be a Body Corporate, under the name of "The Trustees of the Roman Catholic Separate School for the Section Number , in the Township (City, *or* Town, *as the case may be*), in the County of ."

Union of Separate Schools in Cities and Towns

VII. If a Separate School, or Separate Schools shall have been established in more than one Ward of any City, or Town, the Trustees or such Separate Schools may, if they think fit, form an union of such Separate Schools, and, from the day of the date of the notice in any public newspaper, published in such City or Town, announcing such union, the Trustees of the several Wards shall together form a Body Corporate under the title of "The Board of Trustees of the Roman Catholic United Separate Schools for the City, (*or* Town) of , in the County of ."

Powers and obligations of Trustees.

VIII. All Trustees elected and forming a Body Corporate under this Act shall have the same power to impose, levy and

Conditions of receiving aid.

XXVII. And be it enacted, That to entitle any School to its allowance out of the General, or local, School Fund, it shall be requisite and sufficient that such School has been under the management of School Commissioners, or [Dissentient] Trustees, appointed in the manner provided by the next preceding Section,—that it has been in actual operation during at least eight calendar months,—that it has been attended by at least fifteen children (periods of epidemic, or contagious, diseases excepted),—that the Returns have been certified to the School Commissioners, or Trustees, by the Master, Mistress, or Teacher, and at least two of the Commissioners, or Trustees,—that a public Examination of the Schools has taken place,—that a Report, signed by the majority of the School Commissioners, or Trustees, and by the Master has been transmitted to the Superintendent of Schools, according to the form prescribed by him for that purpose, every six months, that is to say, before the First day of July, and the First day of January, in each year,—and finally, that a sum equal to the allowance made by the Legislature for the Municipality has been raised, as hereinbefore provided.

Penalties for false Returns.

XXVIII. And be it enacted, That if any School Commissioner, or [Dissentient] Trustee, or other person, shall make any false Certificate, or Return, by means of which he may have fraudulently obtained, or sought fraudulently to obtain, money from the Public School Fund, such Commissioner, Trustee, or other Person, shall not only restore the money, so obtained, but shall also incur a penalty, not exceeding Ten pounds currency, nor less than Two pounds ten shillings, which shall go to the local School Fund, and which shall be recoverable at the suit of any Person having an interest in the right administration of the Common Schools, on the oath of one credible witness, and before any Justice of the Peace; and if such penalty be not paid within ten days after judgment, it shall be levied, with the costs of suit and of sale, by seizure

collect School Rates, or subscriptions, upon and from persons sending children to, or subscribing towards the support of Separate Schools, and all other powers in respect of Separate Schools, as the Trustees of Common Schools have and possess under the provisions of the Acts hereinbefore cited, in respect of Common Schools; and they shall also be bound to perform all duties required of, and shall be subject to all penalties provided against the Trustees of Common Schools; and Teachers of Separate Schools shall be liable to all penalties provided against Teachers of Common Schools.

Trustees' period of office and re-election.

IX. All Trustees elected under this Act shall remain in office until the second Wednesday of the month of January next following their election, on which day in each year an annual Meeting shall be held, commencing at the hour of ten of the clock in the forenoon, for the election of Trustees for Separate Schools theretofore established; but no Trustee shall be re-elected at any such Meeting without his consent, unless after the expiration of four years from the time when he went out of office.

Children from adjoining Sections may attend the School.

X. All Trustees elected under this Act shall allow children from other School Sections to be received into any Separate School under their management, at the request of the Parents, or lawful Guardians, of such children, provided such children, or their Parents, or Guardians, are Roman Catholics; and no children attending such School shall be included in the Return hereafter provided to be made to the Chief Superintendent of Schools unless they shall be Roman Catholics.

Teachers' Certificates. Disposal of moneys.

XI. A majority of the Trustees in any Township or Village, or of the Board of Trustees in any Town or Village elected under this Act, shall have power to grant Certificates of Qualification to Teachers of and sale of the goods and chattels of the defendant under the Warrant of such Justice of the Peace, and, in default of sufficient goods and chattels, the defendant may be committed to the Common Gaol, and detained therein one day for each three shillings of the amount of the fine and costs, or of the balance, which may be due.

Election restrictions—Children from other Districts.

XXIX. And be it enacted, That the Trustees of dissentient minorities shall also be elected for three years, except that, at the end of each of the two first years, one of the Trustees shall retire, and be replaced, or re-elected, by such Dissentients; children from other School Districts, of the same Faith as the Dissentients, for whom the School was established, may attend the same, whenever such Dissentients shall not be sufficiently numerous in any District to support a School alone: Provided that the individuals of the dissentient minority shall not be elected nor serve as School Commissioners, nor vote at the election of the School Commissioners; and that, in like manner, the individuals of the majority shall not be elected nor serve as School Trustees, nor vote at their election.

Restriction as to Visitors.

XXXIII. No Priest, Minister or Ecclesiastic shall be entitled to visit any School belonging to any inhabitants not of his own Persuasion, except with the consent of the Commissioners, or Trustees, of such School.

School Corporations in Quebec and Montreal.

XLII. And be it enacted, That in Quebec and Montreal the Corporation shall appoint twelve School Commissioners, (if they have not already been named under the authority of the Act passed in the last Session of the Provincial Parliament concerning Elementary Education), six of whom shall be Roman Catholics and six Protestants; and such Commissioners

Separate Schools under their management, and to dispose of all School Funds of every description coming into their hands for school purposes.

Condition of Municipal Exemption from School Rates.

XII. Every Person paying Rates, whether as proprietor, or tenant, who, on, or before, the First day of February of any year, shall have given notice to the Clerk of the Municipality in which any Separate School is situated, that he is a Roman Catholic and a Supporter of such Separate School, shall be exempted from the payment of all Rates imposed within such Ward, or School Section, for the support of Common Schools and of Common School Libraries for the year then next following, and every Clerk of a Municipality, upon receiving any such notice, shall deliver a Certificate to the Person giving the same, to the effect that such notice has been given, and shewing the date of such notice; but any Person who shall fraudulently give any such notice, or shall wilfully make any false statement therein, shall not secure any exemption thereby, but shall, on the contrary, be liable to a penalty of Ten pounds currency, recoverable, with costs, before any Justice of the Peace at the suit of the Municipality interested: Provided always, that nothing herein contained shall exempt any such Person from paying any Rate for the support of Common Schools, or Common School Libraries, or for the erection of a School-house, or School-houses, which shall have been imposed before such Separate School was established.

Conditions of receiving aid from Legislative Grant.

XIII. Every Separate School established under this Act shall be entitled to a share in the Fund annually granted by the Legislature of this Province for the support of Common Schools, according to the average number of pupils attending such School during the twelve next preceding months, or during the number of months which may have elapsed from the shall form two separate and distinct Corporations, the one for Roman Catholics, and the other for the Protestants, and one half of each of the said Corporation shall be renewed annually by the said Corporation.

Examiners in Quebec and Montreal for granting Certificates.

L. And be it enacted, That there shall be in each of the Cities of Quebec and Montreal, a Board of Examiners composed of fourteen Persons chosen in as fair and equitable a manner as possible from among the different Religious Denominations, the Members of which Board shall be appointed by the Governor-in-Council, through the Superintendent of Schools, and of whom one half shall consist of Roman Catholics, and one half of Protestants, and who shall compose a Board of Examiners, to examine Teachers, and to deliver, or refuse, to each, as the case may require, a License, or Certificate, of Qualification, after due examination; and the said Board shall be divided into two divisions, one of which shall be composed of seven Roman Catholics, and the other of seven Protestants, each of which divisions shall separately perform the duties hereinafter imposed upon them; Provided nevertheless, that every Priest, Minister, Ecclesiastic, or person forming part of a Religious Community instituted for Educational purposes, and every person of the female sex, shall be, in every case, exempt from undergoing an examination before any of the said Boards; and provided also, that neither the possession of a Certificate of Examination before one of the said Board, nor any exemption from Examination, shall oblige the School Commissioners, or Trustees, to accept a Teacher who does not suit them. [These Boards have been since increased.]

12*th Victoria, Chapter* 30, *of* 1849.

Assessment for Dissentient Schools, Fees, Grant, etcetera.

XVIII. And be it enacted, That any thing in the Twenty-sixth Section of the

establishment of a new Separate School, as compared with the whole average number of pupils attending School in the same City, Town, Village, or Township: Provided always, that no Separate School shall be entitled to a share in any such Fund unless the average number of pupils so attending the same is fifteen, or more, (periods of epidemic, or contagious, diseases excepted): Provided also, that nothing herein contained shall entitle any such Separate School within any City, Town, Village, or Township, to any part, or portion, of school moneys arising, or accruing, from local Assessment for Common School purposes within any such City, Town, Village, or Township, or the County, or union of Counties, within which such Town, Village, or Township, or the County, or Union of Counties, within which such City, Town, Village, or Township, is situate: Provided also, that if any Separate School shall not have been in operation for a whole year, at the time of the apportionment, it shall not receive the sum to which it would have been entitled for the whole year, but only an amount proportional to the time during which it has been kept open.

Apportionment based on half yearly Returns.

XIV. The Trustees of each Separate School shall, on, or before, the Thirtieth day of June and the Thirty-first day of December, of each year, transmit to the Chief Superintendent of Schools for Upper Canada a correct Statement of the names of the children attending such School, together with the average attendance during the six next preceding months, or during the number of months which may have elapsed since the establishment thereof, and the number of months it shall have been so kept open, and the Chief Superintendent shall, thereupon, determine the proportion which the Trustees of such Separate Schools will be entitled to receive out of such Legislative Grant, and shall pay over the amount thereof to such Trustees, and every such Statement shall be verified under oath before any Justice of the Peace for the County, or union of Counties, within said above cited Act, or in any other part of the said Act contained, to the contrary notwithstanding, whenever the Trustees of Dissentient Schools shall have been chosen, and shall have established one, or more, Dissentient Schools, in any School Municipality, and the said Trustees shall not be satisfied with the arrangements antecedently made by the School Commissioners of the said Municipality, relative to the recovery and the distribution of the Assessment, they may, by a written declaration to that effect, addressed to the President of the School Commissioners, at least one month before the First day of January, or July, in any year, acquire the right of receiving themselves, for the following and all future years, during which they shall continue to be such Trustees of Dissentient Schools, according to law, the Assessment levied on the inhabitants so dissentient, who shall have signified their dissent in writing, conformably to the said above cited Act, or who shall hereafter signify the same at the times and in the manner hereinbefore provided, and the said Trustees shall, in such case, be entitled to obtain a copy of the Assessment in force, of the list of children capable of attending School, and of other Documents in the hands of the School Commissioners, or of the Secretary-Treasurer, and connected with the future Government of Dissentient Schools; the said Trustees may and shall also receive the amount of the monthly Fees, payable in respect of the children of such dissentient Parents, or Masters, and may institute all suits, or prosecutions, and do all other things necessary for the recovery of the said Assessments and monthly Fees; and they, the said Trustees, shall be a Corporation for the purposes of their own Dissentient Schools and School District, and shall be entitled to receive from the Superintendent shares of the General School Fund bearing the same proportion to the whole sums allotted, from time to time, to such Municipality as the number of children attending such Dissentient Schools bears to the entire of children attending school in such Municipality, at the same time, and a similar share of the Building Fund; and the said Trustees shall have the right

which such Separate School is situate by at least one of the Trustees making the same.

Trustee's election void in certain cases.

XV. But the election of any Trustee, or Trustees, made under this Act shall become void, unless a Separate School be established under his, or their, management within two months from the election of such Trustee, or Trustees.

Restriction as to voting at Common School Elections.

XVI. And no Person subscribing towards the support of a Separate School, or sending children thereto, shall be allowed to vote at the election of any Trustee for a Common School in the City, Town, Village, or Township, in which such Separate School is situate.

FROM THE COMMON SCHOOL ACT, OF 1850, 13TH AND 14TH VICTORIA, CHAPTER 48.

Election of Trustees—No restriction in the selection.

VI. And be it enacted, That at every Annual School Section Meeting in any Township, as authorised and required to be held by the Second Section of this Act, it shall be the duty of the Freeholders, or Householders, of such Section, present at such Meeting, or a majority of them,—

Thirdly. (A) To elect one, or more Persons as Trustee, or Trustees, to fill up the vacancy, or vacancies, in the Trustee Corporation, according to law: Provided always, that no Teacher in such Section shall hold the office of School Trustee.*

Foreign Books—Religious Instruction.

XIV. And be it enacted, That no Foreign Books in the English branches of education shall be used in any Model, or Common, School, without the express permission of the Council of Public Instruction to constitute their own School Districts, independently of the School Districts established by the Commissioners aforesaid, and shall have the same rights, and shall be subject to the same duties and penalties as the said School Commissioners, in respect of the collection and application of the moneys by them received, of the rendering and examination of their Accounts, and of all other matters whatever in reference thereto, and may be removed and others appointed by the Governor-in-Council, or by the Superintendent of Schools in all those cases in which School Commissioners are liable to be so dealt with; Provided always, that if, after such declaration of separate management, there should be no subsisting Assessment, or if the Assessment should not appear to them a proper one, the said Trustees may, in the months of July and August in each year, proceed to make such Assessment for the future, conformably to the said Act upon the inhabitants, so dissentient, as aforesaid; And provided also, that the said Trustees shall be, and they are hereby held to furnish to the Superintendent a written statement, under the oath of at least two of them, of the number of children attending such Dissentient Schools at least one month previous to the said First days of January and July, to enable the said Superintendent to make the proper apportionment of the said General and Building Funds.

13th and 14th Victoria, Chapter 97, of 1850.

Government Inspectors of Schools.

III. That it shall be lawful for the Governor to appoint, from time to time, and for such period as he shall deem necessary, in each of the Districts of Lower Canada, one, or more, competent Persons as Inspectors of Common Schools therein, whose duty shall be to visit each School Municipality in the District, or section of a District, for which he shall be appointed, to examine the Schools, School Teachers and School Houses therein,—to inspect the Accounts of the Secretary-

*By the Fourteenth Section of the Supplementary School Act of 1853, no Local Superintendent can be a Trustee in a School Section; and by the Sixth proviso in the Fourth Section of the same Act, Supporters of Separate Schools are ineligible as Trustees of Public Common Schools.

struction; nor shall any pupil in any such School be required to read, or study, in, or from, any Religious Book, or join in any Exercise of Devotion, or Religion, which shall be objected to by his, or her, Parents, or Guardians; Provided always, that within this limitation, pupils shall be allowed to receive such Religious Instruction as their Parents and Guardians shall desire, according to the General Regulations which shall be provided according to Law.

Authorized Text Books.

XXIX. And be it enacted, That it shall be the duty of each County Board of Public Instruction:

Thirdly. (D) To select, (if deemed expedient), from a list of Text-books recommended, or authorized, by the Council of Public Instruction, such Books as they shall think best adapted for the use of the Common Schools of such County, or Circuit; and to ascertain and recommend the best facilities for procuring such Books.*

DEPARTMENTAL REGULATIONS ON THE SUBJECT OF ROMAN CATHOLIC SEPARATE SCHOOLS.

1. When a Roman Catholic Separate School is established, as provided in the Roman Catholic Separate School Act of 1855, 18th Victoria, Chapter 131, it will be necessary for the Trustees to transmit the notice of its establishment, having the Certificate and Endorsement of the Reeve of the Township, or of the Chairman of the Board of School Trustees of the City, Town, or Village, to the Chief Superintendent of Schools, so that the Department may be apprized of the legal existence of the School, and be enabled to transmit to the Trustees the necessary blanks, and also to reserve a portion of the Legislative School Grant for the School.

2. When the Separate Schools in the Wards of a City, Tor Town, become united under one Board, as provided for in Treasurer and the Register of the School Commissioners of every such Municipality,—and generally to ascertain whether the provisions of the existing School Laws are there carried out and obeyed.

Municipal aid to Schools in Quebec and Montreal.

IX. That, in the Cities of Quebec and Montreal, no Rate shall be imposed, or levied, for the purpose of Common Schools, but that the City Treasurer of each of the said Cities, shall, out of the moneys in his hands forming part of the funds of the Corporation of such City, from whatever source such moneys are derived, (all Laws, or Rules, or By-laws of the Council of such Corporation, to the contrary, notwithstanding,) pay to the respective Boards of School Commissioners of such City, and in proportion to the population of the Religious Persuasion represented by such Boards respectively, a sum equal in amount to that apportioned to such City out of the Common School Fund, to be employed by and for the purposes of the Common Schools, under the direction of such Boards of School Commissioners respectively, etcetera.

9th Victoria, Chapter 127, *of* 1846.

Text Books—Religious Instruction.

XXI. And be it enacted, That it shall be the duty of the School Commissioners in each Municipality,—

Fifthly, To regulate the Course of Study to be followed in each School,—to provide that no other Books be used in the Schools under their jurisdiction but those approved and recommended by the Board of Examiners hereinafter established,—and to establish General Rules for the management of the Schools, and to communicate them in writing to the respective Teachers,—to fix the time of the Annual Public Examination, and to attend at the same: Provided that the Curé, Priest, or officiating Minister, shall have the exclusive right of selecting the Books having reference to Religion, or

*The authorised Text-books of Upper Canada are those published under the direction of the Commissioners of National Education in Ireland by experienced Masters.—See next column for those authorized in Lower Canada.

the 7th Section of the said Act, the Board of Trustees should send a copy of the newspaper containing such notice to the Chief Superintendent of Schools.

3. The Educational Department will not be able to recognize any Roman Catholic Separate School neglecting to comply with the foregoing Regulations in regard to the establishment and union of such Schools.

4. Nor will any such Separate School be entitled to share in the Legislative School Grant, unless the half-yearly Returns, required by the Fourteenth Section of the said Act, be transmitted to the Chief Superintendent of Schools within a month after the expiration of the half year, to which they refer.

CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE TRUSTEES OF ROMAN CATHOLIC SEPARATE SCHOOLS IN UPPER CANADA.

Dated the 18th of June, 1855.

GENTLEMEN,—You will herewith receive a copy of "An Act to amend the Laws relating to Roman Catholic Separate Schools in Upper Canada." For the provisions of this Act, I am not entitled to either praise, or blame, as I never saw it until it appeared in print, after its introduction into the Legislature. I have ever believed and maintained that the provisions of the Law, as previously existing in respect to Separate Schools, were conceived in a kindly feeling, and were equitable and liberal. I am so persuaded still. But these provisions of the Law having been complained of by Bishops of the Roman Catholic Church, the new Separate School Act is the result—an Act which, while it maintains our Public School System inviolate, and even places it upon a firmer and broader foundation than that upon which it rested before, yet confers upon Members of the Roman Catholic Persuasion, powers and distinctions which are not possessed by any class of Protestants in Upper Canada, and which their own Representatives would never consent to confer upon them.

Morals, for the use of the Schools for children of his own Religious Faith.

12th Victoria, Chapter 50.

Eligibility of Clergymen as Trustees.

VI. And be it enacted, That the Clergymen of all Religious Denominations in each School Municipality shall be eligible to be such Commissioners without any property qualification; any Law, or Statute, to the contrary notwithstanding.

CIRCULAR OF THE SUPERINTENDENT OF EDUCATION FOR LOWER CANADA.

Dated the 15th June, 1846.

In those localities where a difference of Religious Belief exists, it is of importance that the Books employed for the purpose of inculcating principles of Morality and Religion, should contain nothing having relation to any Faith in particular. I conceive it, therefore, my duty to recommend the adoption for the use of Schools of the Books which, under similar circumstances, are employed in the Schools in Ireland. These are certainly, according to general belief, the best Books that could be used in the Common Schools for the purpose of imparting to children of different Religions, the requisite degree of instruction.

It must be understood that Dissentient Schools are only entitled to a share of the School Grant proportionate to the number of children between the ages of five and sixteen years, who have attended School, and belonged to dissentient inhabitants residing in the Scholastic Municipality. *See* 18th Section of the Act, 12th Victoria, Chapter 50.

Dissentient Schools should, in all cases, be governed by three Trustees named for the purpose by the dissentient inhabitants, as was done under the last Act. There ought to be but one body of Trustees for all the Dissentient Schools in each scholastic Municipality.

The Trustees of Dissentient Schools have the same duties to fulfil, and the same powers to exercise, as the Commissioners for the government of Schools un-

2. While, in our Public Schools, the Religious Rights and Faith of pupils of all Persuasions are equally protected, and while I am persuaded of the superior advantages of those Schools, in respect to both economy and all the appliances of instruction, I shall, on this very account, in addition to the obligations of official duty, do all in my power to lessen the disadvantages of those who prefer Separate Schools, and secure to them every right and advantage which the Separate School Act confers.

3. I have prepared blank forms of Semi-annual Returns, which you are to make to me, and on the receipt of which I will determine and pay half-yearly the sums from the Legislative School Grant to Roman Catholic Separate Schools. To enable me to do so the more readily it will be necessary for you to appoint some person in this City to receive and give duplicate Receipts for the sums payable to your School, according to law. The blank Power of Attorney enclosed in duplicate can, therefore, be filled up and presented by your Agent to this Department. The enclosed Semi-annual Returns for Roman Catholic Separate Schools are precisely the same as those required of the Trustees of our Public Schools. The Annual Reports required from Trustees of Roman Catholic Separate Schools, are also the same as those required from Trustees of the Public Schools.

4. On application, I will furnish you with School Registers, and herewith transmit to you also, blank Returns for the first six months of the current year. I will also supply your School with Maps, Apparatus and Libraries upon the same terms as the Public Schools; that is, I will add one hundred per cent. to whatever sum, or sums, you may forward for such Maps, Apparatus, or Library Books, as you may select from the descriptive and general Catalogues of the Department.

5. The several Sections of the Separate School Act are clearly and simply expressed; but should any doubts arise as to your duties, or proceedings, I shall be happy to give you every information in my power.

der their control. *See* 26th Section of the Act, 9th Victoria, Chapter 27, and the 18th Section of the Act, 12th Victoria, Chapter 50.

They ought to report to this Office respecting the Schools under their control at the same period as is designated by the Law for the performance of that duty by the School Commissioners.

They ought also to render an account of the manner in which they have exexpended that part of the Government Grant placed at their disposal.

They should exact from the Teachers the keeping of a Journal similar to that required from the Teachers of Schools under the control of the Commissioners.

It will be observed, however, that the 21st Section of the Act, 9th Victoria, Chapter 27, placing at the disposition of School Commissioners all the Lands and School Houses acquired, given to, or erected, under the authority of former Education Acts, or of the present Act, gives no power, or right, to the Trustees of Dissentient Schools to demand the use, or possession, of the like Property, unless they were in possession of the same at the time of the passing of this Act.

The present Act authorizes the establishment of Dissentient Schools only upon the ground of Religious difference, and to the inhabitants only forming the minority.

In all their Communications with this Office, the Trustees of Dissentient Schools will be governed by the same rules as the School Commissioners.

Instructions to Inspectors of Schools.

The School Inspectors, according to the true intent of the Act, 14th and 15th Victoria, Chapter 97, will visit all the Schools in operation in the School Municipalities within the limits of their respective jurisdiction.

3. The Inspectors will also specify whether the Schools are held under the control of the School Commissioners, or under that of the Dissenting Trustees, if they are Common Schools frequented by children both of Catholic and Protestant parentage, if they are Mixed Schools,

6. As the Fourteenth Section of the Act referred to, requires me to base the apportionment of each six months, upon the Semi-annual Returns of the previous year, and as I am anxious to ensure the utmost correctness in making the apportionment for the current year, I will thank you to have the kindness to fill up and return, to this Department, the enclosed blank Return, relative to school attendance of last year. The information is not in the possession of this Department, but it can be easily compiled from the School Records in your possession.

frequented by children of both sexes, without distinction either of Origin, or Religion.

17. The Inspectors will visit all the Schoolhouses built under the control of the Commissioners of Schools, or of the Dissenting Trustees, as well as the Lands upon which they are situated, etcetera.

Carefully compiled with the originals, J. GEORGE HODGINS, Deputy Superintendent. TORONTO, March, 1856.

CHAPTER XXVI.

SPECIAL REPORT ON THE SEPARATE SCHOOL PROVISIONS OF THE SCHOOL LAW OF UPPER CANADA.

On receipt of this Confidential Report by Sir Edmund Head, he requested Doctor Ryerson to proceed to Quebec to confer with the Members of the Government and His Excellency on the subject of Separate Schools, especially as a movement was then being made at the Capital by Bishop de Charbonnel to have some modifications, which he suggested, made in the provisions of the Taché Separate School Act of 1855.

After conferring with His Excellency and the Attorney General, (Sir John Macdonald,) on the subject, Doctor Ryerson was strongly impressed with the desirability of furnishing the Members of the Government, and also those of the Legislature, with the fullest information in his possession on the subject of Separate Schools generally, and with his views on the then movement to reopen the Question.

On his return from Quebec, therefore, he prepared an elaborate Special Report on the subject, which was laid before the House of Assembly in May, 1858, and ordered to be printed. This Special Report and the confidential one to the Governor General contain not only an historical resumé of the Separate School Question, but also an elaborate comparison of the Separate School System of Upper Canada with that of the Dissentient School System of Lower Canada.

In transmitting this Special Report on Separate Schools to the Provincial Secretary, to be laid before the House of Assembly, he wrote to the Secretary as follows:—

I have the honour to submit, for the information of the Governor General-in-Council, and the Members of the Legislature, the following Special Report on the Separate School provisions of the School Law of Upper Canada, and the measures which have been adopted to supply the School Municpalities with Text-Books, Apparatus, and Libraries.*

* The part of this Special Report relating to the supply of the Schools and Municipalities with and Library Text Books, Maps and Apparatus will form a Separate Chapter in this Volume.

I have thought it my duty, once for all, to lay before the Government and the Legislature the fullest information at my command on these subjects,—presenting, as they do, features of our System of Public Instruction which, (excepting that of Separate Schools), have attracted little public attention, and are, perhaps, less understood, if not less appreciated, than some other parts of our Public School System. From the following Report it will be seen that what I have done in regard to providing Public Schools and Municipalities with Apparatus and Libraries, has been done after the most careful enquiry and consideration, and in accordance with the best example and highest authority both in England, [Ireland] and in the neighboring States.

PROVISIONS OF THE LAWS OF 1841, 43, RELATING TO SEPARATE SCHOOLS IN UPPER CANADA.

In the first School Act which was passed by the Legislature, at its first Session, in 1841, after the Union of Upper and Lower Canada, provision was made permitting the establishment of Separate Protestant and Roman Catholic Schools under certain circumstances. This Act applied equally to Upper and Lower Canada; but it was not found equally applicable to both sections of United Canada, and, therefore, in 1843, an amended Upper Canada School Act was passed, having been introduced into the Legislature by the Honourable Francis Hincks, then Inspector General. Its provisions relating to Separate Schools were in the following words:—

When Teacher is a Roman Catholic, Protestant inhabitants entitled to a Protestant Teacher, and *vice versa*.

LV. And be it enacted, That in all cases wherein the Teacher of any such School shall happen to be a Roman Catholic, the Protestant inhabitants shall be entitled to have a Teacher of their own Religious Persuasion, upon the application of ten, or more, resident Freeholders, or Householders, of any School District, or within the limits assigned to any Town, or City, School; and in like manner, when the Teacher of any such School shall happen to be a Protestant, the Roman Catholic inhabitants shall have a Separate School, with a Teacher of their own Religious Persuasion, upon a like application.

Application to be made in writing, and to contain names of three trustees.

LVI. And be it enacted, That such applications shall be made in writing, signed with the names of each resident Freeholder, or Householder, and addressed and delivered to the Township, Town, or City, Superintendent; and such application shall contain the names of three Trustees who shall be the Trustees of such Separate School; and, upon the compliance of such Trustees, and of the Township, Town, or City, Superintendent, with the requirements of this Act, such School shall be entitled to receive its share of the Public Appropriation, according to the number of children of the Religious Persuasion who shall attend such Separate School, which share shall be settled and adjudged by the Township, Town, or City, Superintendent, subject to an appeal to the County Superintendent; and all such Separate Schools shall be subject to the visitations, conditions, rules and obligations, provided in this Act with reference to other Common Schools, or to other Town, or City Schools, established under this Act.

School entitled to grant.

Separate Schools subject to visitation, and other obligations.

NOTE.—Here follow in the Report extracts from the several School Acts which were passed from time to time, in which provision was made for Separate Schools; but, as these extracts have already been printed in the preceding Volume of this Documentary History, (pages 3-9,) they are not again inserted here. Doctor Ryerson then proceeds with his Report, as follows:—

1. In the Winter of 1852 and 1853,* I made an Official Tour of Upper Canada, and held, by appointment, a Public School Meeting in each County,—having previously prepared the first Draft of the Supplementary School Act of 1853. On the provisions of that Draft of Bill, I consulted the most intelligent and experienced men in school matters in the several Counties, and especially on the clauses of the Fourth Section of the Supplementary School Act of 1853. I think I am warranted in saying, that those

*For Proceedings of the County Conventions of 1852, 53, see Chapters VIII, IX and X of the Eleventh Volume of this Documentary History.

intelligent men of all parties, whom I consulted without reserve, unanimously agreed to those Sections of the Separate School Section of the Draft Bill, but, were also strongly of the opinion, with myself, that no further concession in that direction should be made under any circumstances, or could be made, without endangering the whole National School System, and violating individual and Municipal rights. After having completed my Tour, I proceeded to Quebec in March, 1853, to submit to the favourable consideration of the Government the Draft of Bill, as revised and improved by extensive consultations with practical men in all parts of Upper Canada,—stating it, as the result of much consultation,—that the Fourth Section of it was the largest and last concession that could then be obtained from Upper Canada on the subject of Separate Schools. I conversed on the subject with the leading men of all parties in the Legislature. The Bill was introduced and passed without a division, as far as I can recollect, and became the Supplementary School Act of 1853. After the passing of that Act, the Roman Catholic Ecclesiastics and the Newspaper Press under their control, expressed their satisfaction with, and eulogized the Separate School section of it. But some of them soon recommenced an agitation on new issues.

2. At length, in 1855, the provisions of the preceding Acts, so far as they related to Roman Catholic Separate Schools, were superseded by the present Roman Catholic Separate School Act, prepared [by Solicitor General Drummond of Lower Canada], under the auspices of certain Roman Catholic Ecclesiastics, and introduced into the Legislature by the Honourable Colonel Taché,—the first time that Lower Canada influence was invoked and employed to control legislation on the Educational Affairs of Upper Canada.† But the provisions of this Act, as modified under the auspices of the Attorney General for Upper Canada, and in accordance with the wishes of the Upper Canada Members of the Legislature, having been restricted to the Roman Catholics, under the sanction of certain of whose Ecclesiastical Dignitaries it was prepared, are, in my opinion, quite as consistent with the integrity and efficiency of our General School System as the Separate School provisions of the preceding School Acts, and not so convenient for the supporters of Separate Schools as the Fourth Section of the Supplementary School Act of 1853.

3. In connexion with this sketch of legislation respecting Separate Schools, two, or three, remarks are required. The first is, that, until 1850, the leading Men and Newspaper Press of all parties acquiesced in the Separate School provisions of the Law. I do not recollect that there was even a discussion on the subject, either in, or out, of Parliament, or any objection to it from any quarter.

4. A second remark is, that, until 1852, Separate Schools were never advocated as a theory, much less as a doctrine, and less still as an article of faith. No parent was ever considered guilty of sin, much less of "mortal sin," for sending his child to a Public, or Mixed, School. A Roman Catholic Separate School was authorized by law only when the Teacher of the Public School was a Protestant, and *vice versa*. No attack upon, or objection to, the moral character of the Public Schools was then made, though they were then much more defective morally, as well as otherwise, than now. Separate Schools were designed for, and almost, if not entirely, confined to, places where the then strong, (more so than now), and often exasperated, feelings between the Irish Protestants and Roman Catholics did not permit them to unite in the school education of their children. As late as 1851, a Roman Catholic Prelate and Vicar General, in desiring the provision in the Honourable John Ross's short Act above referred to, averred that they did not desire Separate Schools, they only wanted protection from insult and injustice; so that they might say to Trustees of Public Schools, that if Roman Catholic children were not treated as fairly as others they would establish Separate Schools; and, after the passing of that Act, the same Prelate and Vicar General called

† For an account of the circumstances under which this Taché Separate School Act was passed by the Legislature, see Chapter II of the Twelfth Volume of this History.

upon me to express their thanks for the part I had taken in preparing and recommending it for them. But what was before had recourse to, under certain circumstances, was afterwards demanded without reference to circumstances; and what was before desired as a protection against insult and oppression, was afterwards announced as a doctrine of conscience, and advocated as an instrument of Religious propagandism.

5. This leads me to a third remark, namely, that certain dignitaries of the Roman Catholic Church in Upper Canada, for whose Members the Separate School provisions of the School Law was specially designed, have assumed since 1852, a threefold position, essentially different from what they had ever before professed. (1) They have advocated Separate Schools, (not as a protection against wrong in particular cases, but) as an Institution and Agency of their Church, and as a Dogma of Faith and a Rule of Duty, binding upon all their adherents, and in all places. (2) They have advocated the support of these Schools by Municipal Taxation, as well as by Legislative Grant, and that according to the number of their Church population, and not according to the number of children they might teach, or even according to the number of those who might desire Separate Schools for their children,—thus leaving their own Church adherents without any right of individual choice, and the Municipalities, or Common School Trustees, without any power to levy a School Rate, to erect a School-house, or furnish a School, or support a Teacher, or for any School purpose whatever, unless a corresponding sum, according to population, was given in support of the Roman Catholic Church Schools. (3) They have, in order to build up their own Schools at the expense of the Public Schools, and to promote the other objects of their Church organization, attacked the character of the Common Schools generally as nurseries of vice, rather than of virtue, as sinks of iniquity, instead of fountains of knowledge, and avowed their great and ultimate object to be the destruction of the National School System of Upper Canada, and have invoked aid from Lower Canada to accomplish it.

6. To show that I am quite correct in my remarks in reference to the first of the positions above stated, it is only necessary to recollect the means which the Roman Catholic Bishop of Toronto employed to enforce his Church Teachings, when, in an Official Circular to the Clergy and Laity of his Diocese, he said—

"Catholic Electors in this Country, who do not use their electoral power in behalf of Separate Schools are guilty of mortal sin. Likewise Parents who do not make the sacrifices necessary to secure such Schools, or send their children to Mixed Schools. Moreover, the Confessor who would give absolution to such Parents, Electors, or Legislators, as support Mixed Schools to the prejudice of Separate Schools, would be guilty of a mortal sin."

7. I may also add that each of the three Bills, prepared and insisted upon by the authority of several Prelates of the Roman Catholic Church, involved all, and a good deal more, than is implied in the second of the above stated positions.* And as to their attacking the character and System of Public Schools in Upper Canada, the Roman Catholic Bishop of Toronto declaring them so "dangerous to faith and morals" that it was "mortal sin" for a Roman Catholic Parent to send his children to them, was but the signal of a whole volley of the fiercest attacks upon the Schools and School System of Upper Canada by the Newspaper Press, and Clergy, under the endorsation of certain Bishops of the same Church, avowing the destruction of those Schools, and declaiming in the language of anticipated triumph that "the days of the Common School System are numbered; its dissolution is only a question of time." (See the Reverend J. M. Bruyère's Letters; [see also Chapter One of this Volume]. The Montreal Newspaper organ of the same party, (the "*True Witness*,") has avowed, again and again, that their object was the destruction of our Public School System,—designating our Schools as "hell-begotten Common Schools"—declaring that "the public opinion, or strong feeling, of Protestants of Upper Canada in favour of the actual iniquitous School System

*See Correspondence on Separate Schools in Upper Canada, printed by order of the Legislative Assembly, in return to an Address dated the 2nd of April, 1855, and published as Chapter I of the Twelfth Volume of this Documentary History.

of that section of the Province is in our ears but the blatant bellowing of a brutal and ignoble rabble," and concluding with the words "come what may, state schoolism must be crushed." ("Montreal True Witness," February 19th, and March 5th, 1858.)*

8. It would have been unjustifiable for me to introduce into this Report such epithets and language in regard to the Schools and Protestant inhabitants of Upper Canada, were they not mere samples of the spirit and style of the publication from which they are selected, during the last three, or four, years, and were not that publication the recognized organ of those who have assailed our Public School System,—Bishops and Clergy publicly subscribing to sustain it, and recommending it to the "Catholics of the Province," eulogizing the invaluable services rendered by the *True Witness* "to religion and society," and declaring, as in the language of a public Meeting presided over by Mr. T. D. McGee, M.P.P., "that the discontinuance of the *True Witness*, under any circumstances, would be an immense misfortune to the whole Catholic public of Canada."

9. Considering that, for more than ten years, no dissatisfaction had been expressed by any party with the Separate School provisions of our School Law, and that all parties had consented to their introduction and continuance, and that these provisions, as has been shown by the most minute analysis and comparison,† are, as a whole, more favourable to Separate Schools in Upper Canada than the corresponding provisions in the Lower Canada School Law are to the Dissentient Schools of that section of the Province; and considering the new positions assumed by the advocates of Separate Schools, their attacks upon the character of the Public Schools and the great majority of the people of Upper Canada, their efforts to subvert the Educational System of Upper Canada by means of Lower Canada votes, to be given under Episcopal penalties, it is not surprising that a deep and general feeling should be awakened in the western section of the Province, and that many Persons, who have been all along assenting parties to the Separate School provisions of the Law, should, in retaliation for insults, and as a measure of self-defence, resolve to do all in their power to sweep those provisions from the Statute Book.

10. But in this view I cannot concur; and I entreat the attention of the friends of our System of Public Instruction in Upper Canada of all parties to the following facts and considerations:—

(1). In connection with these Separate School provisions, our Public School System has been established, has been developed, and has advanced and extended beyond precedent, or parallel, in any other Country. In a few rural Sections some temporary, or local, inconveniences may be experienced from them; but, in the Cities and Towns, it may be questioned whether the character and efficiency of the Public Schools are not rather promoted by the existence of Separate Schools. Certain it is, that, if any educational, intellectual, or social, disadvantages are connected with the existence of Separate Schools, it is on the side of those who establish and have recourse to them, and the community at large is only affected and interested by the voluntary injuries self-inflicted by a few. It is also certain that whatever may be the divisive spirit of some Ecclesiastics, the spirit of the people at large, both Protestant and Roman Catholic, as well as their interests, are to unity and co-operation, rather than to division and isolation. It is the genius of our Government, it is the pervading spirit of all our Municipal Institutions, and involves the essential elements of our progressive civilization. Experience will teach the economy and immense intellectual, moral, social, and political

*The same paper, under date of the 7th of May, after quoting from recent attacks in the Toronto Daily *Colonist*, proceeds as follows: "What is our object in citing these opinions of Protestants? . . . Our object is to encourage [our Roman Catholic readers] to persevere, and to renewed activity in their opposition to the [Common School System of Upper Canada,] by shewing that they will not have to fight the battle . . . single-handed. That we are not left to fight that good fight alone is the great fact which we wish to impress upon our readers. We have allies in the Protestant camp; more allies than we wot of," etcetera.

†See Enclosure sent with the Reply of the Chief Superintendent of Education to the Confidential Memorandum from the Governor General in the Chapter of this Volume preceding this one.

advantages of unity and co-operation in educational, as well as other, matters; and experience will do more, through the understanding and the heart, than forced legislation can accomplish against the will and the prejudices if not, in some instances at least, against the conscience.

(2). Nor should it be forgotten that, as long as the right of establishing Separate Schools is claimed by, and granted to the Protestant minority in Lower Canada, the right to establish Separate Schools ought not to be denied to the Roman Catholic minority in Upper Canada, and on equal terms. Supposing it to be a disadvantage to that minority in both cases, it is for the parties chiefly, and immediately, concerned to judge, rather than for others. As long as these provisions do not impair the general efficiency, or impede the progress of the National School System, they may, at least, be allowed to remain on the Statute Book, after having been so long in existence, and being still desired by a considerable minority.

(3). Ought it not also to be recollected, that giving corporate powers to a number of private individuals, or a large religious community, and taking away those corporate powers, are two very different things; and though conferring them in the first place may have been unwise and objectionable, yet depriving the parties of them, after having received and employed them, may be still more unwise and objectionable. As a general rule, corporate powers once bestowed upon any party are never resumed, unless they are grossly abused, or perverted to injurious purposes. Very few of those who have established Separate Schools, or who are likely to establish them, have been the culpable aggressors upon the character and institutions of their fellow-citizens. It would be a grave offence indeed on the part of one of our great Religious Communities to require and justify the repeal of their College Charter, whether it were wise to grant that Charter in the first place, or not; and it should be an offence equally grave that would justify the repeal of the corporate rights granted for the establishment of the less pretentious Separate Schools.

(4). Since the commencement of the present Session of the Legislature, the Lower Canada Members of all parties, with few exceptions, have disclaimed the idea and the doctrine of attempting to pass laws for Upper Canada against the wish of a majority of its own Representatives. The ecclesiastical mandates and efforts to enlist a Lower Canada crusade against the educational Institutions of Upper Canada have been practically repudiated by the enlightened Legislators of Lower Canada; and in the presence of such a fact, and with such a guaranty, the Legislators of Upper Canada can afford, and will, I am persuaded, be disposed, as also a great majority of the people, to be generous as well as just, in regard to the provisions respecting Separate Schools, and give our Roman Catholic fellow citizens reason to be grateful, rather than complaining, in respect to every thing affecting their rights, feelings, and interests, that they are associated in government and in all the rights and immunities of a free people, with those, a fundamental principle of whose Religion is the right of private judgment and liberty of conscience, and among whom "equal rights and privileges amongst all classes" is a tradition of history. It is very true that, authorising the establishment of Separate Schools by law, and aiding them out of Legislative School Grants, is granting to Roman Catholics more than equal rights with other classes of the community, but it is better to lean to the side of indulgence than to give any pretext for complaining of persecution. The Protestant inhabitants of Upper Canada are well able to be generous and indulgent, and they will have more to hope for and congratulate themselves upon by permitting the Separate School provisions of the School Law to remain as they are, than of giving the appearance of returning evil for evil by abolishing them.

11. My belief is, that in view of the past, present, and future, the Separate School Sections of the School Law ought not to be interfered with, either by making an iota of concession to the unreasonable demands of ultra-religious propagandists, or by taking away an iota of the rights granted to, and possessed by, Roman Catholics during nearly

twenty years. I believe that, by still maintaining the School Law inviolate in this respect, the interests of the School System will be best consulted, as well as the social happiness of Upper Canada. It was agreed by the Leaders of both parties in the Legislative Assembly, in 1850, that the interests of education should not be made subservient to the purposes of any political party, but should be identified with the well-being of the Country at large, irrespective of political party. The School System has been so administered and regarded, from the beginning to the present time; it has grown up under successive Administrations of Government, and by the support of men of all political parties. I believe that the greatest calamity that could happen to the National School System of Upper Canada would be to identify it with any political party, to degrade it into an engine, a battle ground, or football, of political party conflict. This I have deprecated in successive Annual Reports, and I do so most earnestly in this Special Report. The interests of national education are certainly above those of political party, and what has been agreed by all parties to introduce into the Statute Book, and to continue there for so many years, may still be allowed to remain there without inconsistency, or compromise, of any party, especially as aggression from Lower Canada Legislators is no longer to be apprehended, and as Upper Canada cannot be otherwise than true to herself. Separate Schools, of which there are 108 out of 3,742 Common Schools, exist in only sixty-four out of 400 Municipalities in Upper Canada, and exist mostly in City, Town, and Village Municipalities, where they certainly do no harm to anybody, except to those who establish them. I think the reasons for allowing the Separate School provisions of the Law to remain on the Statute Book are stronger now than in past years, and I, therefore, respectfully submit the propriety and wisdom of this course to the consideration of all parties and of the Country at large.

Toronto, 20th of April, 1858. Egerton Ryerson.

(Note.—As connected with the foregoing subject, I insert the following.)

I. THE ANGLICAN SYNOD OF TORONTO AND SEPARATE SCHOOLS.

At a Meeting of the Anglican Synod of the Diocese of Toronto in June, 1858, Doctor James Bovell submitted the Report of a Committee on Separate Schools, as follows:

At the close of the last Synod a Committee was appointed to inquire as to what modification could be made in the Upper Canada School Act of 1850 to render education, under that Act more acceptable to the Church of England than it is at present. The Committee have the honour to report that, in entering on the duties assigned to them, they have constantly kept before their minds the duty they owe to their Heavenly Master, and that which directs them to live in dutiful obedience to their lawful Rulers.

Divesting themselves, therefore, of all factious, or unnecessary, opposition to the Law of the land, they have endeavoured to discover the opinions of others, not only in Canada, but in England and the United States of America, with reference to General Education; and aided by such light, as well as that which has been diffused by the discussion of the question among ourselves, Your Committee has arrived at the conclusion, that the time has now come, when a united effort should be made to secure to the Church of England and Ireland in Canada the liberty to educate her youth, wherever that Church has made provision for instruction, either in her capacity as a Diocesan Church, or in her more limited sphere of Parochial organization. As long as the Church of England in this Diocese advocated Separate Schools, without giving evidence of her sincerity in making provision therefor, the question of her Members being exempt from Common School taxation, or, of their quota of the Educational Tax being handed back for their separate management of Schools, was plainly one of no small difficulty; but now that, in many instances, the Members of that Church have taxed themselves for the erection of Buildings and putting in operation School

machinery, and are actually now carrying out a System of Education based on Christian Doctrine and Discipline, Your Committee feel that it is not too much to hope that the justice of the cause will commend itself to the Legislature, and the requisite relief be granted.

Your Committee, therefore, beg leave to recommend that a respectful Memorial be presented to the proper authorities, praying them so to amend the Upper Canada Common School Act as to enable the Church of England and Ireland, wherever Schools are erected and established for Common School education by her several Congregations, to have the quota of Common School Tax, which Churchmen pay, assigned over to their Schools for the sole purpose of education.

Your Committee further recommend that it be distinctly stated, that no opposition would be offered to a Government Inspection of such Schools, with a view to assuring the Authorities that the education given in their Schools was, in secular branches, efficient and good.

All of which is most respectfully submitted.

TORONTO, June, 1858. JAMES BOVELL, Chairman.

Doctor Bovell then gave notice that the following Draft of a Memorial would be taken into consideration to-morrow.

The Memorial of the Right Reverend the Lord Bishop of Toronto, and the Members of the Synod of the Diocese of Toronto in Diocesan Synod assembled,

Respectfully sheweth,

That your Memorialists believe that a very large proportion of the Common School Tax in this Province is contributed by Members of the United Church of England and Ireland; that Your Memorialists represent that they have, for many years, loyally and patiently submitted to the operation of the Common School Law imposing this tax, notwithstanding their conviction, that they were entitled to relief, as hereinafter mentioned, and deserved to be placed in no worse position than that enjoyed by the Members of a Communion, which had for some time been blessed with the very estimable privilege, for which Your Memorialists have sought hitherto in vain, that several Congregations of our Church,—notwithstanding the erection in their several Parishes, or districts, of School Buildings, and that education as taught in them, is offered free of charge, have been ready to tax themselves, and have taxed themselves, to build and provide substantial parochial School Houses, capable of accommodating a very large number of children—(as, in the City of Toronto upwards of one thousand),—with the conscientious desire of carrying out the teaching of the Gospel of Christ by regular Sunday and week-day training, and have further provided, and are about to provide, to a still further extent, Teachers and all the necessary machinery for imparting a solid secular and Christian Education to the children of the Church of England, Your Memorialists, therefore, pray that their conscientious objections to a merely Secular System of Education, may be so far respected, as to cause the Upper Canada School Act to be so amended as to enable the Schools established by the Church, aforesaid, to receive the quota of Taxes paid by the resident Tax-payers who are Members of the Church of England in the District, or Parish, in which such School has been erected.

And Your Memorialists, as, in duly bound, will ever pray.

TORONTO, June, 1858. (To be signed by the Presiding Bishop.)

In moving that this Memorial be adopted, Doctor Bovell said that he was certain that this was but a reasonable demand. It did not strike a blow at the System of Education now in existence, but would give the Members of our Church power to take advantage of the School Act under another mode. It had been said that if they got the Bible into the Common Schools, that would satisfy them; but were they likely to get it? He saw no chance of it. The present system of education had been tried and

proved to be a failure. Why should they be compelled to submit to a School System which, in their view, should utterly deprive them of bringing up their Children in that way in which they should go. It might be said that education could be given to Children at home. That was a very plausible scheme at first sight, but who were they that did such a thing? They were very few, he imagined. He, therefore, hoped that no division would be taken on the subject, but they would be permitted to get what they all desired,—that the Children would be instructed properly in the word of God, and be an orderly, happy and religious people.

Mr. J. W. Gamble, subscribed *ex animo* to the principles expressed by his friend, who had spoken in reference to the Religious Teaching, which Children should receive. But he had always been a strong advocate for the Common School System, for he had seen the benefits which had been derived from it. He did not believe it possible for the Synod to adopt the Report and Memorial, because they did not believe it place their position in the best possible point of view, nor ask for the thing which they had a right to ask for, if they obtained it on that ground at all. Another reason why they should not adopt the Report and Memorial was that all they asked was that the sums in which they were assessed, should be returned to them in order to support these Schools. If the Churches in the City could undertake the education of the Children of its Members, it could not be done in the Country. But, if they were to adopt the plan at all, why should not the Church of England be entitled to her portion of the Parliamentary Grant to Common Schools, as well as to her portion of the Local Assessment. If they were entitled to anything they might as well claim their entire right. But provision was already made in the Statute, (relating to Cities and Towns), for what they were now seeking, for which they had the word of the Chief Superintendent of Education. Under these circumstances it was far better to act under the existing School Statute relating to Cities and Towns than to seek to come out in favour of a Separate Church of England Denominational School. To do this was a far better course than to go down to the Legislature to ask for the latter. They might, however, if they chose, go down to the Legislature and throw in their weight with the Roman Catholics and ask for Church of England Separate Schools. The Country was now well divided up into School Sections with efficient Teachers, in many of which the Bible was read. (Cries of No, No.) Gentlemen might say "no", "no", but he differed from them. The Bible was read in very many of the Schools, and that was best description of Religious Instruction they could give them.

The Bishop said that he had always understood that the Bible might be allowed in the Schools, but he never understood that it was profitably read.

Mr. Gamble replied that he had never been in any of them in which the Bible was not read and taught.

The Honourable John Hillyard Cameron remembered that in 1846 he introduced into Parliament a Measure which authorized the City and Town Councils to determine the kind and description of Schools to be established, and which, if acted upon, would enable their Church in all the Cities and Towns in the Province to have their own Schools and Trustees; but it had never been taken advantage of, though it was on the Statute Book for two years. But, on that point, what Mr. Gamble had said in regard to electing their own Trustees, could be done under the present Statute; and, even if they had a Separate School System, it could not be carried out in rural districts. Let them not attempt a thing and fail, but let them show from the earnest, which they had given in the erection of that School House in which they were assembled, that they were determined to give the Children a Religious Education. They should see well to the sort of men they elected as their School Trustees. But they should not go to the Legislature and meet a rebuff that would paralyse their exertions altogether. All know that the Common School System had been a failure, in that it did not provide for the Children being compelled to go to School. He hoped Doctor Bovell would withdraw his motion.

The Reverend S. B. Ardagh would go with Doctor Bovell as far as getting Church of England Schools established in the Cities; but if they took up such a Separate School System in the Country they would lose education altogether. He was Superintendent of Schools in four Townships, and not only was the Bible introduced into the Schools, but they even got the Church Catechism also into them.

The Reverend Gentleman had got this far in his speech, when he was informed that Doctor Bovell has consented to withdraw his motion. This ended the proceedings of the Synod on this question.

In the following September the Anglican Synod of the Diocese of Toronto met in Kingston. At that Meeting Doctor Bovell proposed to petition the Legislature on the Common School Act, when Honourable James Patton, seconded by the Reverend Doctor Adamson, moved, that a Committee of three Clergymen and three Laymen be named by the Bishop to report as to the course of action which it will be advisable to pursue in petitioning the Legislature, as proposed. The Bishop then named the following Members of the Synod as such Committee: The Reverends Doctor James Beaven, Stephen Lett, and J. G. Geddes; the Honourable J. H. Cameron, Doctor James Bovell and Mr. J. W. Gamble. Subsequently, by this Committee a Resolution was unanimously adopted and submitted to the Synod as follows:—

That a Petition be presented to the Legislature at its next Session, praying that such alterations may be made in the Common School Acts of Upper Canada as shall recognize Religious Instruction in the Schools, by authorising the opening and closing of the Schools with Prayer, the reading of the Bible, the use of the Lord's Prayer, Ten Commandments, and Apostle's Creed, and the right of all Denominations of Christians to impart Religious Instruction according to their Religious tenets to the children of their own Persuasion, at specified times, set apart for that purpose; and that, if by the School Law, as it now stands, the Members of the Church of England cannot have Separate Schools in Cities or Towns, that such further amendments be prayed for, as may remove any doubts that now exist as to the right of any Denomination of Protestants to have Separate Schools in Cities and Towns, on compliance with the requisitions of the Nineteenth Section of the School Act of 1850, whether the Teacher of the Common School in any School Section in which such Separate School is demanded, be a Roman Catholic or not. Carried.

The Honourable J. H. Cameron moved, and Doctor Bovell seconded:—

That the Committee this day appointed by the Bishop on the School Question be continued until the presentation of the Petition resolved upon, to the Legislature, and that the Committee be authorised to present such Petition, whenever they shall deem it expedient so to do. Carried.

II. SPECIAL CORRESPONDENCE IN REGARD TO SEPARATE SCHOOLS.

I. Letter from the Reverend Stephen Lett, LL.D.

At our last Diocesan Synod the Lay Representative from the Parish of Woodbridge, Mr. J. W. Gamble, asserted that he had your authority for stating that aid could be obtained from the Public Fund for Separate Church Schools.

St. George's Parish in this City has, at a cost of Six thousand dollars, ($6,000,) erected a permanent Church School House, and on Monday last we opened the School. We conducted it on strictly Church principle, at the commencement of business the Children repeat the Apostles' Creed, Prayers from the Book of Common Prayer are used, and the Church Catechism is taught and a sound and useful English Education is imparted.

Be kind enough to inform me what steps I should take to obtain aid from the Public Fund for the maintenance of St. George's Church School.

Toronto, April 14th, 1858. Stephen Lett, LL.D

II. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of the 14th instant, and to state in reply that, I think there must be some misconception in the assertion which you ascribe to that excellent friend of Popular Education, Mr. J. W. Gamble.

What I have said in my Reports, and what, I dare say, I have said to Mr. Gamble is this: that the Board of School Trustees in each City or Town, can establish and maintain Denominational Schools if they please. The School Law of 1850, (13th and 14th Victoria, Chapter 48, Section 24,) authorizes each City and Town Board of School Trustees to "determine the number, sites, kind and description of Schools which shall be established and maintained in such City, or Town." If, therefore, the present Board of School Trustees in this City, or any Board that may be elected, should think proper to establish Church of England, Roman Catholic, Presbyterians and other Denominational Schools in this City, instead of the Non-denominational ones now established, they could do so, and appoint a Committee of three Members of the Church, for which the School was intended, to take the immediate oversight of it, as provided in the Fifth clause of the Twenty-fourth Section of the School Act of 1850.

The School Law leaves it entirely with the Rate-paying electors in each City, or Town, through their Trustee Representatives, to determine what "kind, or description, of Schools" they will have, and how they will support them, without any restriction whatever. The Board of the City School Trustees can, therefore, if they think proper, recognize and contribute to support the School to which you refer, as one of the City Schools, according to the provisions of the School Law to which I have referred.

It was doubtless these liberal provisions of the School Law, as a part of our System of Public Instruction, to which Mr. Gamble referred on the occasion, which you mention, and not to any occasional, or discretionary, Grant that it might in my province to recommend.

TORONTO, April 27th, 1858. EGERTON RYERSON.

III. THE CHIEF SUPERINTENDENT TO THE HONOURABLE GEORGE BROWN, M.P.P.

(NOTE. The following Letter forms no part of the Series of Twelve Letters, which Doctor Ryerson addressed to the Honourable George Brown in the Winter of 1858, 1859, on Separate School and other educational topics. (These Letters were afterwards reprinted in a pamphlet, extending to 110 pages under the title of "Doctor Ryerson's Letters in Reply to the Attacks of the Honourable George Brown, M.P.P. Edited with Notes and Appendix." Toronto, 1859.)

After briefly referring to Editorial Remarks in the Globe Newspaper, Doctor Ryerson proceeds as follows:

2. . . In my Correspondence with Bishop de Charbonnel and other Ecclesiastics, since 1852, in my Annual Reports for 1854, 1855, in which I discussed the Separate School provisions of the Law, both theoretically and practically, I have maintained throughout that those provisions were not only just, as compared with the Dissentient School provisions of the Law in Lower Canada, but all that could be granted to any Religious Persuasion in Upper Canada, consistently with the acknowledged constitutional principles of our System of general and local self-government. "The Globe" has approvingly published in its columns the whole of my Correspondence, and has, more than once, laughed to scorn the ecclesiastical complaints on the alleged injustice of the Separate School provisions of the Law. "The Globe" of this day, (not "compromises," but) reverses its former sayings on this subject and now says:

"The Roman Catholics are perfectly right in asserting that, while they are promised sectarian Schools, they are not permitted to have such machinery as would make them fully operative, and reasonably ask for an extension of the privileges, in order to give effect to the principle conceded in them."

This Statement of "The Globe" is an endorsation of all the charges which have been made against the equity and liberality of the Separate School provisions of our law, and involves, I deeply regret to say, (considering the source whence it emanates,) a heavier blow against the integrity of our School System than any, and all, that have been directed by Bishop de Charbonnel, the Reverend Mr. Bruyère and the Montreal "True Witness," It is another lesson to the people that they must rely upon themselves alone to maintain the integrity of a School System, which is bound up with their own personal rights, liberties and interests. For, while the Separate School provisions of the Law cannot be abolished without taking away from Roman Catholics legal and corporate rights, which have been granted to them ever since the union of Upper and Lower Canada, (and which they have not yet forfeited by the abuse, or perversion of them,) further concessions cannot be made to the demands of certain of their Ecclesiastics, without violating the acknowledged constitutional and sacred rights of Municipalities and other classes of the Community.

3. You are pleased to designate me as "essentially a compromiser." Whether this is so, or not, I have not advocated any part of the School System as a compromise, but upon the ground of what had been granted by the Legislature in 1841 as a legal right, though not claimable upon constitutional grounds, and what I believed was best adapted to the circumstances of the Country, and would best promote its social peace and educational interests, and also best secure to each Protestant Parent the right of the Bible as the best Book of Religious Instruction for his child in the School,---a right which I have maintained without "compromise," and which I cannot now yield, whatever "compromise" "The Globe" may be disposed to make on the subject. But, apart from these facts, there can be no free Government, no civilization, without "compromise." In a Community where there is no "compromise," either one man's will is law for himself,—which is perfect anarchy. The Earl of Derby, the Leader of the great Conservative Party in England, remarked some time since, in one of his Speeches, "that Parliamentary Government itself is a great System of Compromise." To "compromise" nothing, by setting one's own will as the rule of action in everything, is the essence of tyranny, or idiocy, or impracticable obstinacy. In Scriptural truth and duty there can be no "compromise,"---for God's will is of infinite wisdom, supreme and unchangeable, and is our sole rule of faith and action; subordinate to that Divine Authority is every human system and pursuit, whether of Government, of Agriculture, of Commerce, of mental development, or mechanical application, which are but a series of expedients, adopted and named according to times, places and circumstances.

4. But, if "compromise" is involved in any one thing more than another it is in political party,---that to which "The Globe," and not "The Globe" alone, has charged me,---with want of fidelity. Whether "The Globe" has always adhered to the political party with which it once acted, is a point which I do not profess to decide; but, as for myself, I have throughout life disclaimed, as inconsistent with my position and convictions, being a political party man, or being bound by any ties of political party, but writing what I believed to be right in itself, just to all Classes, important and best for the interests and circumstances of the Country, regarding, in comparison of such views, Parties, or party men, as little more than nine pins. Had I been a party compromiser, I should doubtless have done otherwise; but for the liberty, and, sometimes the luxury, of thinking for myself, and writing what I thought, I have been willing to pay the tax of the successive censures and praises of all political parties, as my views happened to advance, or oppose, their party views and interests. I may have been often wrong in my views, and unwise in my acts, but I have, at least, not

compromised my thoughts when I deemed it my duty to express them, to please, or appease, any body, whether in Church, or in State; and I leave it to those who will soon come after me, to decide whether I have done more to advance, or retard, the liberties and well-being of my native Country.

EDUCATION OFFICE, TORONTO, May 11th, 1858. EGERTON RYERSON.

IV. THE REVEREND P. DOLLARD ON THE AUTHORITY OF LOCAL SUPERINTENDENTS IN SEPARATE SCHOOLS.

The Separate School Act of 1855 having repealed all previous Acts inconsistent with its provisions, and the Common School Act of 1850, having empowered the Trustees in Cities, Towns, and incorporated Villages to determine "the salary of the Superintendent of Schools appointed by them and his duties,"---I have been instructed by the Separate School Board to request that you will have the kindness to inform its Members what control, if any, the Local Superintendent can exercise over their Schools,---they having no power in his election, nor authority to determine his salary they cannot see what good can be achieved by his visits, or interference.

The Separate School Trustees are pleased to find that your Annual Report for 1855 published the amount received in this City for the support of their School, but regret to see "no Return" in the Annual Report for 1856. You are aware that our Annual Report for 1855, which had been first offered to the Local Superintendent and Common School Trustees, was, upon their refusal to receive it, transmitted to the Education Office, returned here, offered a second time to them, and refused, sent again to Toronto, and published as above stated,---The Report of 1856 was, according to directions, given to the Superintendent and Trustees, and accepted; but, to our great annoyance, we find in the Annual Report of the Chief Superintendent " no return," has been acknowledged from the Kingston Separate School.

The former was refused by the Local School Board, on the ground that the Local Superintendent was not called upon to visit the Separate Schools; this objection could not be made to the latter year, as he was invited, and did visit these Schools.

A Local Superintendent having been lately appointed here, the Separate School Trustees are anxious to ascertain his duties in regard to their Schools.

KINGSTON, May 10th, 1858. P. DOLLARD, Chairman.

V. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to acknowledge the receipt of your Letter of the 10th instant, and to state in reply that the duties of a Local Superintendent in a Township are prescribed by law, and they have the right, and it is their duty to visit all Schools aided out of the Common School Grant in such Township, whether they be Separate or Public, Schools; but the Local Superintendents in Cities, Towns, and Incorporated Villages, are appointed by the Board of School Trustees in each City, Town, or Incorporated Village, and his duties are prescribed by such Board, consequently such Local Superintendent can have authority over no School which is not under the management of the Board appointing him. He has, therefore, no legal authority to visit a City Separate School, unless specially appointed to do so by the Chief Superintendent, as authorised by the Sixth Clause of the Thirty-fifth Section of the School Act of 1850.

TORONTO, May 20th, 1858. EGERTON RYERSON.

CHAPTER XXVII.

SPECIAL REPORT ON THE SUPPLY TO THE SCHOOLS OF MAPS, APPARATUS AND LIBRARY BOOKS.

In his Letter to the Provincial Secretary, transmitting this Special Report, to be laid before the Legislature, the Chief Superintendent of Education said:—"From the following Report, it will be seen what I have done in regard to providing Public Schools and Municipalities with Maps, Apparatus and Libraries, has been done, after the most careful inquiry and consideration, and in accordance with the best example and highest authority both in England [and Ireland] and in the neighboring States".

PART II. OF THE CHIEF SUPERINTENDENT'S SPECIAL REPORT OF 1858.

MEASURES ADOPTED TO INTRODUCE INTO THE PUBLIC SCHOOLS OF UPPER CANADA UNIFORMITY OF TEXT BOOKS, AND TO SUPPLY THE SCHOOLS WITH THE SAME, ALSO WITH MAPS, APPARATUS AND LIBRARIES.

1. On account of the public statements and appeals which have been made on the subject of supplying the Public Schools with Text-books, Globes, Maps, and Apparatus, and the School Sections and Municipalities with Libraries, I think it proper to lay before the Members of the Government and Legislature a statement of the measures which have been adopted to accomplish these objects; and first in reference to introducing proper Text-books, Maps, etcetera, into the Schools.

2. Next to providing a school with a good Teacher, it is necessary to provide the Teacher and pupils with the proper tools, in the shape of Books, Maps, and Apparatus, for their work. Therefore, in my "*Report on a System of Public Elementary Instruction for Upper Canada*,"* submitted to Government and Parliament in 1846, I discussed and recommended the introduction of a uniform series of Text Books into the Schools, in immediate connexion with the establishment of a Normal School for the training of Teachers. I commenced by observing,—

"The variety of Text-books in the Schools, and the objectionable character of many of them, is a subject of serious and general complaint. All classification of pupils is thereby prevented, the exertions of the best Teachers are in a great measure paralyzed, the time of the scholars is almost wasted, and improper sentiments are often inculcated. This is a subject of loud complaint in the neighbouring States."

3. I then quoted authorities to show the nature and extent of this evil in the United States, and remedies suggested, as also the measures which had been adopted in Prussia, France, Great Britain, and Ireland, in order to provide for the introduction and use of a uniform system of Text-books in the Public Schools, and concluded with the following remarks:

"The responsible, delicate, and difficult task of selecting and recommending Text Books for Schools, can be more judiciously and satisfactorily performed by a Provincial Board or Council, than by any individual Superintendent. A mere recommendatory authority in such a Body would, I am inclined to believe, be quite sufficient to secure the introduction and use of proper Books in the Schools."

4. A few weeks after presenting that Report, I was directed by the Government to prepare a Draft of a Bill to give effect to the principles and recommendations embodied in it. The School Act of 1846 was the result,† shortly followed by the issuing of a Commission appointing a Board, (since called the Council) of Public Instruction,)‡ which

*See Chapter VIII. of the Sixth Volume of this Documentary History.
†This Act is printed on pages 59-70 of the Sixth Volume of this History.
‡For a copy of this Commission, see pages 232 233 of the Sixth Volume of this History.

took immediate steps to establish a Normal School, and recommend a series of Text-books for the Schools. Shortly after its organization, the Board addressed a Circular to the Municipal Councils of Districts, (now Counties), and Cities, soliciting their co-operation, by each Council aiding two young men to attend the Normal School, and by promoting the other objects of the School Act. The introductory paragraphs of that Circular as follows:*

The Circular, from which the above is extracted, is dated "Toronto, August 4th, 1846," and signed by all the Members of the Board, as follows: "†Michael, Bishop of Toronto,† Chairman; Egerton Ryerson, H. J. Grasett, S. B. Harrison, Joseph C. Morrison, Hugh Scobie, J. S. Howard."

5. The subsequent steps taken to introduce and provide proper Text-books for the use of the Schools, may be best stated in the words of the Special Report which I presented, June 24th, 1847, for the information of His Excellency the Governor General and of the Legislature on the measures which had been adopted to establish the Normal School, and to carry into effect generally the Act, of 1846, 9th Victoria, Chapter 20 ‡

6. It may appear hardly credible that measures so moderate, so practical, so obviously beneficial to the Country, would have encountered any hostility, or opposition. Yet so it was, that a majority of the Toronto Newspapers, and several others in the Country, assailed the provisions of the Law, and the authority of the Board of Education, and of the Chief Superintendent, with the same kind of objections, and in terms almost as vituperative as those recently employed by a Toronto Bookseller, a Toronto Editor, and a Toronto Wooden-ware and Toy Merchant. In the Special Report, above quoted, I replied to the attacks of the American School-book dealers and their Editorial Coadjutors; and an extract from that Reply will throw light upon the state of things in Upper Canada at that time in regard to School Books,—will illustrate the resistance which had to be encountered in order to effect the present improved state of things, and will show that the recent representations, as to the exorbitant powers and irresponsibility of the Chief Superintendent of Education and Council of Public Instruction, are but the re-hash of the fabulous creations of 1846 and 1847. The Special Report, after referring to convictions produced by examination of the provisions of the then recent School Act, proceeds thus:

(*Note.* The extracts here quoted are too long to be inserted in place, but, as paragraphs 5-8, of the Report, they can be seen on pages 109-111 of the Seventh Volume of this Documentary History.)

7. In 1847, I presented to each County and City Council in Upper Canada a set of the Irish National School-books, which soon began, as they have since continued, to supersede all other Text-books in the Schools. When in England in 1850, on the subject of Libraries, (to which I will refer hereafter), I found that Her Majesty's Government had adopted a system of supplying Schools in England and Scotland with Books, Maps, and Apparatus, such as were unknown in Canada, and such as, if adopted here, might be made eminently advantageous to us.¶ I had interviews on the subject with the Marquis of Lansdowne, who was then Chairman of the Committee of the Privy Council on Education, and with Earl Grey, who was then Principal Secretary of State for the Colonies. Their Lordships entered cordially into my views. I, at length, (on the 3rd

*These paragraphs are not reprinted here, as the Circular itself is printed *in extenso* on pages 237, 238 of the Sixth Volume of this History.

†I cannot forbear remarking how much the religious peace and unity of Upper Canada, nay of all Canada, would have been promoted, and the educational interests of the Roman Catholic population advanced, had the present Roman Catholic Bishop of Toronto thought proper to follow in the educational footsteps of his lamented Predecessor.

‡This Special Report is printed in full on pages 104-113 of the Seventh Volume of this Documentary History.

¶The Commissioners of National Education in Ireland also opened a Depository in Dublin in 1857, "for the sale of School Apparatus to the National Schools." See Letter from the Secretary of the National Board on the subject on page 294 of this Volume. See also page 285.

of December, 1850), through Earl Grey, submitted the subject to the consideration of the Lords of the Committee of Council on Education, in an official Letter, of which the following is an extract:

(*Note.* The extract here given includes nearly the whole of a long Letter to Earl Grey, which can be seen in full on pages 198, 199 of the Tenth Volume of this History.)

8. Earl Grey lost no time in recommending the proposals of my Letter to the favourable consideration of the Committee of Council on Education, and soon afterwards enclosed to me a copy of their Reply, of which the following is an extract:

(NOTE. The Reply from Earl Grey and its enclosure, the answer of the Privy Committee on Education, (are given in full on pages 198, 199 of the Tenth Volume of this Documentary History. They are too long to be inserted here.)

9. The following is a copy of the Circular which the Committee of Council on Education addressed to the Publishers of the Books, Maps, and Apparatus, purchased and recommended by their Lordships for the use of Schools.

(NOTE. A copy of this Circular is printed on page 199 of the Tenth Volume of this History. It asked the Publishers in England and Scotland if they would "supply the Canadian Schools upon the same terms as those under Inspection in England and Wales." The replies received to this proposal were in the affirmative, and, on those terms, a sample supply of Books, Maps and Apparatus was obtained by Doctor Ryerson.)

10. The Publishers in England and Scotland all consented to the arrangement proposed in the above Circular, as I was soon informed, by direction of Earl Grey. Having been thus introduced to the principal Publishers in England and Scotland, I sought to make arrangements with them to supply Books for Public Libraries in Canada upon the same terms, as those upon which they had agreed to supply Text-books, Maps, and Apparatus, for Schools,—proposals to which they readily assented; and I found them much more anxious to execute my orders *directly*, even for School Books, Maps, and Apparatus, than through the Committee of Council, and their Agents, the Messieurs Longman, to whom they did not wish five per cent. to be paid as commission on their Books. On my suggestion, Mr. Lingen, the Secretary of the Privy Council Committee of Council on Education, very readily agreed to be relieved from the trouble of executing my Orders for Books, while the five per cent. payable to the Messieurs Longman for their agency was thus saved to Canada in the purchase of Books. I then agreed with each English and Scotch Publisher of the Books, Maps, and Apparatus, sanctioned by the Committee of Council on Education, to supply the Education Department in Canada with his Publications upon the same terms that he did the Education Department in England, and that directly, and as often as we might require them.

11. Then, to bring these Publications and the facilities for procuring them under the notice of the Municipal and School authorities, in each County in Upper Canada, a parcel was sent to each County Clerk, with a Circular, of which the following is a copy:

(NOTE. This Circular is quite too long to be reprinted here, but it can be seen on pages 49-51 of the Tenth Volume of this Documentary History.)

12. The hope expressed in the above Circular, as to the Canadian manufacture of School Furniture, was soon realised, as the School Houses in Hamilton, Toronto, and many other places in almost every County of Upper Canada bear witness. As the Committee of Council on Education in England have, from time to time, increased their list of Publications, including materials and Models, and various Philosophical Apparatus, for Schools of Science and Art; arrangements to procure them have been made, and specimens of them have been obtained, as also Objects of Art from England and from the Continent: so that any Municipality, or Public School, in Canada, that may desire it, can procure any Book, Map, Globe, or article of School, or Philosophical, Apparatus,

and any Model, or Object of Art, contained in the Educational Museum of our Educational Department at Toronto.*

13. In 1853, the present Grammar School Act was passed, and the same means have been employed to recommend and provide a uniform series of Text-books, and proper Maps and Apparatus for the Grammar Schools, as had been employed to provide them for the Common Schools. Several of the Text-books, and most of the Maps and Apparatus recommended and provided for the Grammar Schools, are included in the Privy Council Publications for Schools in England and Scotland. There these Text-books and Publications are provided both for the School Authorities, and the Scholars, as well as Teachers and Assistant Teachers in the Schools. The following are extracts from the Minutes of the Committee of Council on Education on this subject.

"The Committee have prepared Schedules, from which School Books and Maps,—those most approved in the Profession,—and embracing nearly all in common use throughout the Country, may be selected by Managers of Schools; and they have made an arrangement with Publishers, securing the important advantage of a reduction varying from 32 to 55 (averging 43¾) per cent on the retail prices of Lesson Books and Maps, towards the purchase of which they award a Grant amounting to one-third of this reduced price, provided that two-thirds be raised by local subscription.

"The Managers of Schools are required to engage that the Books and Maps shall be devoted to the exclusive use of their Scholars, Pupil-teachers, and Teachers. They may also sell any of them at the reduced prices specified in the Schedules to the Scholars, Pupil-teachers, and Teachers for their own use and property." "Books for the School Library, or for Prizes, may be included in the application for Books and Maps at the reduced prices."

14. As to the Schools whose Managers, Teachers, and Scholars, are thus aided by Government, I may remark that they include all Schools aided by Parliament, (the Colleges and Endowed Grammar Schools being on private foundations, and not subject to Government inspection), such as the Schools of Science and Art, the Models, materials, and Apparatus, for studying in which, are furnished to both Managers and Scholars;—in England, such as the Schools in connection with the Church of England, the British and Foreign School Society, the Wesleyans, the Roman Catholics, the Workhouses; in Scotland, the Schools connected with the Established Church, the Free Church, the Episcopal Church; besides which the Committee of Council say:—

"Grants for the purchase of Books and Maps will be made to Ragged and Reformatory Schools on the same terms as to other Schools."

To this may be added the two following extracts:

"The Committee of Council on Education give Grants towards the purchase of Apparatus adapted for the purpose of Experimental Science in Elementary Schools liable to inspection. The Grant is two-thirds of the cost of the Apparatus. There are three sets of Apparatus, each at an estimated cost of £10, £15, and £20 respectively." Grants amounting to two-thirds of the cost will be given to Training Colleges under inspection, towards the purchase of Apparatus for giving instruction in the Experimental Sciences. Three other sets of Apparatus have been selected, at the estimated cost of £100, £125, and £150.

15. It is thus seen that Libraries, Text-books, Maps, and Apparatus of every description are supplied by the Privy Council Committee on Education in England, (not excluding Ragged, or Poor, Schools), to all Schools that are aided by Parliamentary Grants of whatever description, and even to all Schools that allow Government inspection. It is also worthy of remark that, while such care is taken in selecting and recommending Books, Maps and Apparatus for the Schools, and such liberality in aiding to supply them, the Privy Council Committee do not do so through ordinary Publishers and Booksellers, abundant as their agency is in every part of the United Kingdom; nor do the Privy Council Committee grant aid to local School Authorities to buy these publications

*For particulars on these subjects, see Chapters XI. and XII. of the preceding Volume of this Documentary History. Many things of interest, to which Doctor Ryerson here refers, were gratuitously given to the University of Toronto, and to the several other Public Institutions in Upper Canada, as will be seen on reference to the Appendix to Chapter XII. of that Volume.

where, and how, they please, though some dealers might offer to supply them at the same prices specified in the Official Catalogue, or Schedule. The Privy Council Committee go so far as to make, under certain conditions,

"Free grants of Books and Maps for the establishing of Depots, which the Managers of Schools and the promoters of education may be able to visit in their own neighborhood."

But the Privy Council Committee add—

"All these Depots are to be understood, as Depots for specimen copies only. All applications for grants of Books and Maps must be made to the Committee of Council, who retain in their own hands the appropriation of them to particular Schools. They do not make general grants, leaving the distribution of them to intermediate Boards, or agencies."

16. The Committee of Council were well aware, that, if they did not make provision to supply the Schools with Books and Apparatus direct, their recommendations would be of little use, and that there would be no protection to Managers of Schools and their Scholars against being imposed upon by inferior editions, or copies, of Publications if supplied by itinerant, or interested, dealers; that there could be no security that the public money would be applied to the purposes for which it had been granted, unless its application were controlled by some responsible Officer, or Department of the Government, as in the case of the application of all other public moneys.

17. It must not be supposed that this system of supplying Schools with Books, Maps, and Apparatus, was established without opposition. More than one Bookseller and Author complained that the Government was interfering with private rights and trampling upon private interests by favouring some Authors and some Publishing Booksellers at the expense of others; that the Government had come into the market as a Bookbuyer and a Bookseller. An association of Publishers and Booksellers was formed in London, for the alleged protection of the Trade against Government interference and monopoly, Pamphlets were written, a large portion of the Public Press was enlisted, and Members of Parliament were secured to denounce and put down this Government Book business. Lampoons were written and delivered both in and out of Parliament, (much more brilliant and potent than those which have appeared in Toronto.) on the Lords of Her Majesty's Privy Council becoming Booksellers and Stationers at the expense of the private Tradesman. But the answer to the whole of this declamation of mistaken selfishness against the public welfare was very simple and conclusive. It was, that Government having long and grossly neglected its duty in regard to the education of the mass of the nation, was no reason that it should do so any longer; that the Government had nothing to do with the ordinary Book trade; but that, if Government, aided by Parliament, assisted in the establishment of Schools for the education of the people at all, it was bound to do everything possible to promote the efficiency of those Schools, to aid their Managers, and to encourage and assist the pupils attending them; that one of the most effectual means of doing so was, to aid them in procuring proper Text-books, Maps, and Apparatus, which could not be done without selecting them from a mass of rival Publications, and providing to supply them readily and at reduced prices; that Government existed for society at large, and not for certain individuals at the expense of society, and was bound to do what was most promotive of the public interests, whether it might, or might not, enhance the gain of an individual Dealer in Books, or in Stocks. It is scarcely necessary to add, that the Committee of Council have been sustained by Parliament and by the public in their course of proceeding, and year after year has witnessed an increased variety in their selected Publications, and increased liberality in their arrangements to supply those Publications to the Managers, Teachers and Pupils, of the Public Schools.

18. In regard to the Public Schools in Ireland, it is well known that the Government Board have even published their own School books, and other School material, and have, for many years, monopolized the Copy-right, as well as the sale of them, though they

have lately thrown open the Copy-right, as the Canadian Board did ten years ago; and they now supply the Schools with their Publications at their usual rates by contract with their Publishers, the same as I supply Libraries, Maps, and Apparatus, by contracts with Publishers and Manufacturers in Europe, the United States and Canada. The National Board in Ireland, any more than the Lords of the Committee of Council on Education in England, do not think it beneath their office to supply, not only Books, but every description of requisites for the public schools, from the Thimbles and Needles required in the Industrial School to the Philosophical Apparatus used to illustrate Chemical and Natural Philosophy Lectures in a High School, justly regarding it the duty of a Department of Public Instruction to overlook the interests of no class of society.*

19. How groundless, and untrue, then are the invective statements, that I have acted without the authority of the Canadian Government, and at variance with the example of the English Government, in the measures which I have recommended and adopted for supplying the Public Schools in Upper Canada with appropriate Text-books, Maps and Apparatus, since I proceeded to England under the express sanction of the Canadian Government, and was enabled, by the active and cordial co-operation of the Government Board of National Education in Ireland and Privy Council Committee on Education in England, to establish the very System which has contributed so much to the efficiency and attractive usefulness of our Public Schools, and saved so many thousands of pounds to the Municipalities, and to the parents supporting the Schools.

20. This, my Special Report on this subject, would be incomplete did I not refer to what has been done in the neighboring States, in order to provide uniformity of Text-books and proper Apparatus in the Public Schools. In some of the principal Cities and Towns, the Public Board of Education prescribe the Books which shall be used in the Schools under their charge, and have Depositories to supply the prescribed Books to the Teachers and Pupils of the Schools at reduced prices; in other Cities and Towns the Boards of Trustees leave the Pupils to provide themselves with the Text-books required in the Schools, which is done throughout Upper Canada. But in the country parts of Pennsylvania, New York and the Eastern States, the rival Publishers and Authors have prevented any provision for uniformity of Text-books in the Schools, and each new Teacher subsidized by some Author, or Publisher, insists upon a new set of Books in order to make "a first rate School." The Commissioner of Public Schools in the State of Rhode Island, in his Report of 1856, portrays a state of things, such as formerly existed, and such as would have existed in Upper Canada at present, had not the measures commenced in 1846, (for which I am now assailed by certain parties), succeeded in remedying them. The State Commissioner proceed, as follows:—

"The subject of Text-books is a fruitful one both of annoyance to the Teachers and expense to the Parents. Perhaps all the other sources of complaint put together are not so fruitful of ill-feeling, and so really injurious to the improvement of our Schools as this one alone. Scholars come to the School-room, with each an old book, different from any other Book on the same branch of study in the whole School. Readers are quite as numerous as the classes, if not as many as the families in the District. A half-dozen sorts of Arithmetic give a great variety in the examples for practice, and in the mode of carrying on the numerical operations. There are almost as many Geographies as pupils in the study—some of them with Atlases, some without them, some of them of very recent date, and others of them having served the Fathers and Mothers of the present generation of Scholars. As to Grammars, Murray still holds his place in some Schools, in the midst of a whole host of reformers who quarrel with him and with each other. While Spellers and new Spellers, Definers and Revised Definers, are as plenty as the frogs were in Egypt, and quite as vexatious. And smaller books, Primers, and improved Primers, Child's First Books, and Children's Pictorial Primers and Readers, all crowd into the peaceful arena of the District School, to do over again 'the battle of the Books,' and re-introduce the confusion of Babel without the possibility of a Babel-like dispersion.

* In 1857 the Commissioners of National Education in Ireland "opened a Depository" for the sale of School Requisites. See Note on page 281 of this Volume. See also a Circular on this Subject, issued by the Secretaries of the Irish National Board and inserted on pages 281 and 294 herewith.

"But still another difficulty arises from the multiplication of new editions of the same Book. A very popular School Book, to name which would be easy, has passed through not less than eight changes within the last ten years; and it is almost impossible to use in the same class any two of these, as it would be to use Books by different Authors. Thus we find several versions by each of several Authors on almost every branch of school study, and in many cases the disorder is multiplied by first, second and third editions, revised and enlarged, of each of these versions. How can scholars be guided and classified, and be made to move on at an equal pace, and with pleasure, rapidity and uniformity in such a state of things as this? And how can a Teacher who enters such a School to remain only four months be expected to do much for his pupils' advancement in knowledge? The methods of these discordant Books are conflicting and contrary, and in prefaces, remarks, or foot-notes, often contain improper allusions to the others, and inflict marked censure upon their rules, or arrangements. In such circumstances, the Teacher's task is, if possible, more hopeless than that of the Israelites to make brick without straw; it is truly like making sweetness with acids and alkalies; and he is one of the great men who, with disadvantages like these, can accomplish so much that the Winter, or Summer shall not be a total loss.

"It can hardly be doubted, but that the cost to the whole people of the States would be much less, if the Books were all bought by the Towns, or by the State itself, and the money to pay for them raised by tax on the property, and complete uniformity required in all the Schools, restricting changes to particular times in each of the School studies. This would remove many of the School Committees and Teachers from the almost intolerable nuisance of such Book Agents as travel about to find fault with every treatise on a particular topic, except the single one of which they happen to be the vendors.

"Could the State, as is proposed by a Resolution now before the Committee of the House of Representatives on Education, or could the Towns be authorized and induced to adopt some system of producing uniformity, without obliging the parents of the children to purchase so many Books, there can be no doubt but that the measure would, as soon as it was fairly in practice, commend itself to the good sense of the community, and aid more than almost any other measure to give perfection and stability to our excellent System of Common Schools. The cost would be so much less, if there could be a perfect combination of the whole people; the good expected from the Schools would be so much more, if every scholar always had the proper books of suitable quality, and the general progress would be so much more uniform in all localities, if every child possessed exactly the same advantages of Text-books, as well as of Teachers, that no one can hesitate to desire to accomplish the end."

21. In the State of Ohio and Indiana, several School Laws have been passed since that of Upper Canada in 1850, some of the provisions of which, I have reason to know, are embodied in a modified form in our own Acts. They created Township, (as well as City,) Boards of Education, instead of Trustees of School Sections, and provided for uniformity of Text-books in the Schools, for supplying them with Apparatus, and for the establishment and supply of School Libraries. The Ohio State Commissioner of Common Schools says in his second Annual Report, of 1856:

"The framers of the present School Law sought to remove the discouragement, expense, and other evils attendant on a multiplicity and frequent change of Text-books, by vesting in Boards of Education the power of determining the class of Books to be used in the several Schools under their charge, and it is greatly to be regretted that so many Boards have hitherto neglected to perform their duty in this regard, and to abate at once an evil which is the subject of such earnest and continual complaint throughout the whole Country, and which so frequently discourages scholars, subjects parents to needless expense, and retards the advancement of the true educational interests of the State."

As to School Apparatus the same Report states:

"The value of School Apparatus distributed during the same period was $15,-834 49/100. A tabular statement is annexed of the articles furnished, and their cost. A Circular has been issued to Boards of Education, inviting them to determine whether, and how far, they would prefer to be furnished with Apparatus in preference to Books, and to communicate their selection with the proper vouchers, to the undersigned, (State Commissioner,) who would cause the articles to be supplied at liberal discounts under arrangements effected with the Manufacturers. From present indications a large portion of the Library fund will be appropriated in the purchase of Philosophical and Chemical Apparatus."

The articles thus furnished to the local School Authorities consist, as in Canada, of Orreries, Tellurians, Terrestrial Globes, Hemisphere Globes, Numeral Frames, Geometrical Solids, Maps, Philosophical and Chemical Apparatus.

22. In the State of Indiana, the Superintendent of Public Instruction, in his First Annual Report, 1852, says:

"The School Law makes it the duty of the State Board of Education to introduce uniform School Books. The design of this provision of the law was undoubtedly to correct the serious evils arising from the frequent changing of Text-books in our Public Schools, subjecting the people to onerous and unnecessary expenses in the constantly recurring purchase of new Books. With every change of Teachers comes a change of Text-books. The people are subject to heavy expense without any redeeming advantage. Yet Books must be uniform in every School. The Teacher cannot get along with scholars using different Grammars, and different Geographies, and different Reading Books. But to establish and maintain uniformity of Text-books in so large a State as ours is a work of great difficulty. Parents and children often have their favourites among the old Authors. They can see no good why the State Superintendent should not select, and the Board of Education approve the very Books to which they have been accustomed. They see not why he should dictate the Book they should use. The reason for his decision on the relative merits of different series, they deem to be arbitrary. Township Trustees and School Committees may think that they should have the right of selection and decision. Another obstruction more formidable still, is found in the self-interest of rival Publishing Houses, whose Agents spare neither time, expense, nor conscience, in securing, by whatever means they may, the sale of the Books of their own Establishment, in competition with other Houses; and, if possible, to the exclusion of all other Books from the market. Should the Superintendent select, and the Board of Education approve, a list of Text-books, it may be expected that an onslaught will be made on the list, in general and in detail, by the Agents of those Houses whose Publications happen not to be among the selected list." "The Superintendent will, however, in spite of all the difficulties in the way, as soon as he can do it, consistent with other duties of his Office, thoroughly examine all the series of Text-books within his reach, carefully select such as he deems best adapted to our wants in this State, present the list to the Board of Education, ask their approval, and rely on the confidence of the people in his judgment, experience and integrity, endorsed he must be by the Board of Education, to introduce the Books, and resist all attempts at change, until the State Authorities shall present an improved list."

23. A list of Text-books was afterwards selected and approved; and although a change subsequently took place in the Persons filling the office of Superintendent of Public Instruction, no change took place in the System, and scarcely any in the Books selected; for, in the fourth Annual Report of that Officer, 1856, occurs the following passage, the concluding sentences of which are as remarkable for elegance and beauty as for loftiness of sentiment:

"Uniformity of Text-books is a matter of no small moment to the purses of the parents and the progress of the pupils. They are the silent teachers, directing the enquiries and prompting the investigations of the scholars, and should impart uniform instruction and in the happiest manner. A wise selection of these cannot fail to be seen and felt in the prosperity of the Schools. The School Law provides this uniformity, in order to obviate evils that have heretofore proved serious obstacles to the pupils' progress, and fruitful sources of dissatisfaction on the part of the parent, and the no small annoyance of the Teacher. No change in the list first established has been deemed necessary, or desirable, except in the Geography, for which a series has been substituted, as far as published, that will occasion no cause of regret to either pupils, parents or Teachers. The economy and freedom from vexation secured by the aforesaid uniformity are objects worthy of regard, and should not be sacrificed to the dictates of either ignorance, or selfishness. In science there will necessarily be progress, and consequently a change of Text-books will occasionally be demanded. But the Text-book in morals is the production of an Author, whose wisdom needs no revision, whose knowledge is susceptible of no increase, and whose benevolence admits of no question. The Bible, without note, or comment, is installed in the Schools of Indiana, and its continuance as the moral standard in the nurseries of her future citizens, will as surely mark the period of her prosperity and grace the zenith of her glory as its exclusion would prove the precursor of her decline, the herald of her shame."

24. It is thus clear that in the neighboring States they are either suffering and lamenting, under the evils of an endless variety and endless changes of School Text-books, or they have adopted similar methods of introducing uniformity of Text-books into the Schools, and supplying them with Apparatus, with those which have been adopted in Upper Canada. While, therefore, our Canadian System of Text-books is

in harmony with both British and American practice, the modes of giving it effect need not shrink from comparison with those adopted in any other Country, or State.*

TORONTO, November, 1858. EGERTON RYERSON.

PART III. OF THE CHIEF SUPERINTENDENT'S SPECIAL REPORT OF 1858.

MEASURES ADOPTED TO SELECT AND PROVIDE BOOKS FOR PUBLIC LIBRARIES IN UPPER CANADA.

1. After the establishment of the Normal Schools for the training of Teachers, and provision had been made for supplying the Schools with proper Text-books, Maps and Apparatus, the next step necessary for the intellectual improvement of the Country was to establish Public Libraries, consisting of proper Books, easily and cheaply procured. Accordingly, in July, 1849, I submitted to the Governor General-in-Council my plan for accomplishing that object, in a Letter, of which the following is a copy:—

NOTE. This Letter, which *is* dated on the 16th of July, 1849, is printed on pages 221, 222 of the Eighth Volume of this Documentary History. Is is too long to be reprinted here.

2. Any further steps for giving effect to the plan thus proposed, were deferred for more than a year, by the following circumstances. A few days after the Letter [of the 16th of July, 1849,] was written, which is here given, a School Bill was hastily passed during the last hours of the Session, affecting my official position, and calculated, as I believed, to subvert the School System which I had begun to establish. I gave immediate notice of my intention to resign office sooner than administer such a Law. That the leading Members of the Administration did not desire, after the time and labour I had bestowed on the investigation of the question of Public Instruction, and the

*There has been a good deal of Correspondence on this School Text Book Question in this Province during recent years, as between rival Publishers and the Education Department. I thought that it would be desirable to ascertain if any change had occurred in the state of affairs on this Question in the United States from that represented in this Special Report by Doctor Ryerson. I, therefore, wrote to the President of the International Typographical Association which held its Annual Meeting in Toronto in 1905 to furnish me with information on the subject. Through the Chairman of a Committee on Text Books I have received a Letter, from which I make the following extracts:

The Committee, of which I am Chairman, was authorized by the Cincinnati Convention of the Typographical Union, held in 1902, and has devoted considerable time and energy since to the work for which it was formed, namely, the placing of the label of the printing crafts on the Text-books in use in the Schools. . . .

Our efforts have met with considerable success. In different parts of the country label books are now in almost exclusive use. . . . Our efforts, of course, have been opposed. The School Book Publishers, being no different from any other set of business men, and looking more to the dividends to be earned on their capitalization than on the welfare, moral and physical, of their Workers, do not take kindly to the label idea. And this is where the "ring" you allude to in your Letter, (or as it has been designated here a "trust") comes in. . . .

The business done in School Books each year in the Public Schools of the United States is about $10,000,000. This is divided among some 75 firms. Of these 75 firms the American Book Company does between $5,000,000 and $6,000,000 worth of business . . . the rest being divided among the others, some doing a fairly large business, others almost nothing. You see from the above figures, . . . that the American Book Company is the real power in the School Book business of this Country . . . and their business is, I understand, conducted conservatively and well. They have all the elements of a "Trust," in this way, although they frequently buy up some smaller Company, if the smaller Company has anything they want and cannot get by running the little brother to the ground. Thus, in the past few years, they have acquired numerous independent Book concerns. . . . This firm does not use the label on its Books. They claim to have the best Text-book Writers in the Country and their claim seems to be well founded. In the first place, they pay most of their Writers a royalty. It is easy to see that, having the large sale of Books which they must have to make the showing in dollars which they claim,, the royalty from them is much larger than from any other Company. Then, again, if a Writer is employed by them he must write for them alone, and if he writes for another concern he is promptly scratched from the lists of the American Book Company. It is by such methods as these, which, of course, are considered perfectly legitimate, that the American Book Company is enabled to hold its pre-eminent position in the Book world There are other methods, I have no doubt, used by many of the Companies which are not so legitimate. There is no doubt that some of the large Book concerns have "friends" on most of the large School Boards of the Country. Though this would be hard to prove, I believe absolutely, from knowledge in my possession, that this is so.

This, I think, is the only Book "Trust," if it can be designated as such, that we have in the United States. . . .

progress which had been made in introducing a System into Upper Canada. I was requested to reduce to writing my objections to the new [Cameron School] Act. They were considered valid, and I was authorized to suspend its operations, as far as possible, until another School Act could be passed.* By request, I prepared the Draft of another School Bill, to the examination and correction of which the Honourable Robert Baldwin, then Attorney General, devoted with me parts of two, or three, days. That Bill was brought into the Legislature by the Honourable Francis Hincks, and, after long and careful discussion, was passed by the consent of all parties in the Legislature, and became the Common School Act of 1850.† About two months after the passing of that Act, I again submitted my plan for the establishment of School Libraries to the consideration of the Governor General-in-Council, in a Letter, of which the following is a copy.

(NOTE. This Letter, (dated the 21st of September, 1850,) is printed on pages 195, 196 of the Tenth Volume of this Documentary History. It is too long to be reprinted here).

The following is a copy of the Provincial Secretary's Reply to this Letter:—

3. I am commanded by the Governor General to inform you that His Excellency has had under his consideration in Council your Letter of the 16th of July, 1849, and the 21st instant, suggesting the propriety of your proceeding to Europe, for the purpose of making the necessary arrangements for the establishment of School Libraries in the various Townships in Upper Canada, and requesting the issue of an accountable Warrant for the sum of £500, for that purpose, to be charged on the Grant for establishing School Libraries in the various Townships of Upper Canada.

His Excellency has been pleased to direct the issue of the Warrant in your favour for the above amount, and has also granted you leave of absence to proceed to Europe, to make the arrangements contemplated in your Letters. His Excellency has also been pleased to authorize John George Hodgins, Esquire, to act as your Deputy, during your absence."

TORONTO, 27th of September, 1850. J. LESLIE, Secretary.

4. Having preceded to England, I was enabled, by the aid of the Privy Council Committee on Education, as narrated in a preceding part of this Report, (pages 281-285) to make advantageous arrangements with publishers in London, Edinburgh and Dublin, for the purchasing of Books for our Public School Libraries, and made considerable selections for examination from their Catalogues. I afterwards made similar arrangements with Publishers, and similar selections from their Catalogues, in Boston, New York, and Philadelphia. The examination of the Books thus selected occupied a great part of my morning and evening hours during nearly two years.

5. But before deciding on the kind of Libraries, and the mode of establishing them, or submitting Regulations for that purpose to the consideration of the Council of Public Instruction, I made a tour of Upper Canada, and, as previously announced in a printed Circular, I submitted the whole question as to the mode of supplying and establishing Public Libraries to a Convention in each County, consisting of the Municipal Councillors, Clergy, Magistrates, Local Superintendents, Trustees, and as many other persons as chose to attend, and received an expression of strong, and, in most cases, unanimous approbation of the System which has been adopted, and is still pursued for establishing and extending Public Libraries in the various Municipalities of Upper Canada.‡

6. Thus, so far from acting on the mere imaginings of my own mind, without authority, and at variance with the example of the Mother Country, I have had the express

* The particulars in regard to this suspended Act, are given in Chapter XIV of the Eighth Volume of this History.

†The Act of 1850, which may be regarded as the Charter Act of the School System of this Province, will be found on pages 31-49 of the Ninth Volume of this History. See also page 14.

‡For a list of the Resolutions passed at these County School Conventions, see Chapter X of the Eleventh Volume of this Documentary History. Those relating to the establishment of School Libraries will be found on pages 55, 56 of that Volume.

authority and aid of the Governor General-in-Council,—have largely advised with experienced and able Educationists in the neighboring States,—have followed the example and been aided by the co-operation of the Government Board of Education in Ireland, and of Her Majesty's Privy Council Committee on Education in England, have consulted and received the cordial expression of approving co-operation from a County Convention in each County of Upper Canada, in regard to that very system of Public Libraries which has been so grossly assailed by certain parties in Toronto.

7. If anything could add force to the Official Documents referred to, it would be the personal testimony of Lord Elgin, who was Governor General of Canada during the whole period of the establishment and maturing of the Normal and Library branches of the School System, who familiarized himself with its working, and aided on every possible occasion in its development. On one occasion, his Lordship happily termed the Normal School "the Seed-plot of the System;" on another occasion, with no less force than heart, he designated "Township and County Libraries as the Crown and Glory of the Institutions of the Province." On his resigning the Government of Canada, Lord Elgin prepared and presented to Her Majesty's Principal Secretary of State for the Colonies, an elaborate Report of his Canadian administration. In that Report, dated December, 1854, he devoted several pages to a comprehensive review of our School System, including a minute account of the System of Public Libraries, and the general machinery and administration of the School Law and its results. It may not be inappropriate to give Lord Elgin's statement in his own words, omitting only the concluding part of it, in which he gives the Statistics, and candidly states and discusses the question of Religious Instruction. After adverting to the comparative state of education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows:—

(Note. A copy of this comprehensive Report is printed on pages 98-102 of the Eleventh Volume of this Documentary History. It is quite too long to be reprinted here.)

8. I will now advert briefly to what has been done in the neighboring States on this subject. By the Common School Act of the State of Ohio, which went into operation in 1854, the tenth of a mill on the valuation of property throughout the whole State was to be annually appropriated for the purchase of Books and Apparatus. That tax amounted the first year to Eighty thousand dollars. Besides expending $15,834.49 in the purchasing and distribution of school Apparatus, the State Commissioner of Schools, in his Annual Report for 1855, makes the following statement in respect to the Libraries:

"The subject of School District Libraries was fully discussed in the last Annual Report of the undersigned, and a Catalogue of the Books composing the respective series was also presented. During the years 1854 and 1855, the number of Volumes distributed by the undersigned, amounted to 258,986, the cost of the same was $150,787 08. Full details of the distribution to the respective Counties, in addition to the statement of the last Annual Report, will be found in the Appendix to this Report.'

9. It is to be observed that the County, or Township, Authorities had nothing to do with the selection or the purchase of the Books, which were selected and purchased by the State Commissioner of Schools, and the same series of Books sent to each County, according to population.

10. In the State of Indiana there is a State Board of Education, consisting of five Members: "the Governor, the Superintendent of Public Instruction, the Secretary of State, the Auditor of State, and the Treasurer of State." The Superintendent selects and submits the list of Books for the Township Libraries to the Board, which approves of them, and authorizes the purchase of them by the State Superintendent. The provision for Libraries is even more magnificent in Indiana than in Ohio. The School Law of Indiana, passed in 1852,

"Imposed a tax of a quarter of a mill on the property, and an assessment of twenty-five cents on the poll, for the purpose of establishing a Library in every civil Township of the Commonwealth. The Library assessments collected during the two first years

amounted to $176,336. The State is divided into 690 Townships, each of which was supplied with a Library containing 321 Volumes, making the aggregate 221,490 Volumes. The cost of each Library, exclusive of the expense of transportation and distribution, was $213, and the aggregate cost of the whole of the Books was $147,222. Precisely the same Books were sent to each Township of the State, consequently 690 copies of each of the 321 Volumes were purchased and distributed, not through ordinary Booksellers, but by the State Superintendent, who proceeded to New York and purchased all the Books from only six Booksellers. It may be worth while to give the following extract from his Report relative to the expenditure of this Library Fund and the purchase of the Books:

"The following exhibit presents the various bills composing the aggregate expense connected with the purchase and distribution of the aforesaid Libraries:

Messieurs Harper's bill for Books, binding, printing Catalogues, Circulars, rules and regulations, labels, boxes, packing, drayage, storage and insurance	$115,986 53
Charles Scribner's Bill for Books	26,726 32
The Bill of J. J. Redfield's for Books and those of G. E. Waring's, Messieurs Streets and Braden's, and H. W. Derby's bill for Books amounted to..	4,680 57
Professor Larrabee's (State Superintendent's) Bill for cash paid out in expenses of examining, selecting, purchasing, cataloguing, assorting and shipping Books for Indiana School Library, Railroad charges for the transportation of 2,073 boxes of Books from New York to Indianapolis and the Library distribution to the Counties amounted to	6,942 46
Total of the above Bills	$154,335 22

"It is expected that $90,000 worth of Books will be distributed to the Townships the ensuing summer, varying from five to more than two thousand dollars each, according to population. This addition will impart new life and interest to the enterprize, as well as enlarge its capacity and power for usefulness."

11. The liberality of the Indiana, (as well as the Ohio), Legislature in providing funds for the establishment of Public Libraries, cannot be too highly applauded, nor the zeal of the State Superintendent in giving effect to that liberality, be too much admired; but it is questionable whether such purchases, and so general a Report of the expenditure of so large a sum of money, would be deemed quite satisfactory in Toronto any more than the sole agency of the State Superintendent in distributing, as well as selecting and purchasing the Books for the Libraries. It is also questionable whether the Counties, Townships, Cities and Towns of Upper Canada would prefer to have 321 Volumes apportioned and sent to them, or to have a classified Catalogue of more than 3,000 Volumes, sent, from which they could select such Books as they might prefer, and in such quantities, and at such times, as they might desire them. It may also be remarked that the prices at which the Books are stated to have been bought in such large quantities at New York for the Indiana Township Libraries, are, in most cases, not so low as the prices at which the same Books are supplied, in single copies, to the local School and Municipal Authorities in the remotest Townships of Upper Canada.

12. I now proceed to the justly famed State of New York, which has been held up as a pattern for imitation in the School Library System of Upper Canada. Many eloquent eulogies of the New York State School Library System have been written, both by English Travellers and American Educationists, and not without reason. But, on investigating it in 1849 and 1850, tracing its history and working, as detailed in successive Reports, and consulting many intelligent citizens of that State as to its operations, I believed it not adapted to Upper Canada, without great modifications, and likely to decline in usefulness, if not fail, in the State of New York itself. These views I expressed in my Letter above referred to (on page 289 herewith) which I addressed to the Provincial Secretary, on September the 23rd, 1850; and I regret to say that the apprehensions then expressed have already been more than realized. Many years ago, the State Superintendent recommended an extensive series of Books for the School District Libraries; but they were to be supplied through the ordinary Booksellers, and the only check upon the introduction of all kinds of Books into the libraries, was the power of the State Superintendent to eject any improper Book from them; an ungracious and impossible task in regard to a Hundred thousand dollars worth of Books per

annum, and these scattered over a large proportion of nearly 11,000 School Districts throughout the State. The State School Library Fund amounts to $54,937 a year, and is expended upon the condition that a like sum to that apportioned be raised in each School District. Yet, in connection with the annual expenditure of this large sum, has the number of Volumes in the School Libraries decreased during the last four years at the rate of more than 50,000 Volumes a year! The State Superintendent, in his Report for last year, laid before the Legislature, on the 27th January, of the current year, after having stated the whole number of Volumes in the School Libraries each year from 1847 to 1857, inclusive, proceeds as follows:

"It will thus be seen that notwithstanding the large sum appropriated annually to an increase of the District Libraries, the number of Volumes reported in 1857 is but little in excess of that reported in 1848, and 226,277 less than that reported in 1853.* The Books by use, or to their dispersion and loss, from want of care and attention, I have no means of determining. A rational presumption would be, that the amount annually received from the State would, in most of the Districts, be sufficient to guard against an actual diminution in the number of Volumes possessed; but, so far from this being the case, there has been an average decrease in the number of Volumes during the last four years of 56,569 per annum. Certain it is, in many sections of the State, the interest heretofore felt in the preservation and increase of the District Library has greatly diminished, if it has not entirely ceased. That this is owing in part to the want of sound judgment in regard to the Books selected is very probable. Works of an ephemeral character, embodying little amusement and less instruction, have too often been urged upon Trustees, and found their way into the Library more to the gratification of the publishing Agent than to the benefit of the District.† It is true also, in many cases, that, when a Library has attained to a respectable number of Volumes, as measured in the estimation of those having it in charge, they look upon its enlargement as unnecessary, and seek to turn the appropriation from its legitimate purpose. Hence arise frequent applications to the Department for leave to appropriate the Library money to the payment of Teachers' wages; whilst others, it is apprehended, divert it to this and other purposes, without the formalities required by law. Whilst I am not prepared to make a specific recommendation as to the Legislative action required in the premises, the value of the property involved, to say nothing of the higher considerations connected with the subject, seems to demand some remedy for a rapidly accelerating evil."

13. Now, this is a System of School Libraries, thus declining as rapidly of late years as it grew in former years, that we are called upon by certain parties to substitute for our present Canadian system of Public Libraries.

14. To the foregoing facts I will add the following extract from the Report of 1856 by the Commissioner of Public Schools in the State of Rhode Island, containing, as it does, statements of peculiar interest, and a testimony to our Canadian Library System of the deepest significance:

"It should be the State's duty then to provide reading for such purposes, in order that it may profit by all the talent it has discovered in the Common School.

"It is believed that considerations like these have prompted our neighbours to engage in this very useful and very promising field. Massachusetts, many years ago, gave to each of her three thousand School Sections a School Library worth Thirty dollars. New York distributed more than a Million of dollars, ($1,000,000), for Libraries among her inhabitants. Ohio pays a tax of one mill on a dollar, raising thereby some Fifty thousand dollars, ($50,000,) annually, to give her children some good Books to read. Indiana has expended Two hundred thousand dollars, ($200,000), for the same great object; and Canada West annually gives to each of its School Sections a sum equal to that which it will raise by tax on itself, for the great purpose of continuing the Library education of the children which the Common Schools begins. Other States, both East and West, are moving to elevate themselves by the same liberally devised and far-seeing philanthropy. And shall we be less enterprising in our own behalf?

The State Commissioner then goes on to eulogize the Canadian System of Libraries, as follows:—

"The plan of providing such School Section Libraries, adopted by the Parliament

* The number of Volumes in 1853 being 1,604,210, and in 1857, 1,377,933. To what particular cause this falling off is attributable, whether to the destruction of

† During the many years of the operation of our Public System I made it a practice to oversee and revise every separate lot of Library or Prize, Books selected to be sent out to the Schools. The care thus exercised was felt to be the more necessary, as, in many cases, the local selection from the Official Catalogue was not always the best, or most practical that could have been made. J. G. H

of Canada West, is undoubtedly the wisest that has yet been acted upon. It is in short this:—The Parliament, by vote, appropriated a specific sum to purchase a suitable number of Books, Charts and articles of Apparatus for Schools and School Libraries. This sum was expended under the direction of the Chief Superintendent of Public Education, and a large Depository of excellent and select Books for the reading of youth and older persons was made at the Office of Education. Whenever any School Section, or Municipality, wishes to form a Library, it may send to the Office of the Chief Superintendent a sum not less than Five dollars and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such Books to the Section as may by a Committee, or otherwise, have been selected from the printed Catalogue of the Depository. Thus the Books that go into Libraries are Books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them*—the Libraries purchase them at the wholesale price, and, of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the Booksellers for themselves, and at the same time they are stimulated to do something for themselves as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

TORONTO November, 1858. EGERTON RYERSON.

CHAPTER XXVIII.

OBJECTIONS TO THE UPPER CANADA PUBLIC SCHOOL LIBRARY SYSTEM ANSWERED.†

PART IV OF THE CHIEF SUPERINTENDENT'S SPECIAL REPORT TO THE LEGISLATURE OF 1858.

1. Before, and about the commencement of the Session of the Legislature in each year, for several years past, the cherished and pent up hostility of certain parties to our System of Public Instruction has developed itself in the form of Letters, Pamphlets, and sometimes Reviews, after which the anti-school philanthropists have retired into sullen silence until the coresponding period of the ensuing year, when the preceding year's process would be repeated almost *verbatim et literatim*.‡ Last year, and for several years preceding, this belligerent host consisted of a Wooden-ware and Toy Merchant, (who is known to have a great horror of School-taxes), and a mistaken Priest, (the Reverend J. M. Bruyère), who regards a System of Public Education and universal reading as "dangerous to faith and morals." For the present year the Leaders of the anti-school Crusaders consist of the same Toy dealer, (Mr. Angus Dallas), a Conservative Editor, (of The *British Colonist*,) and a Bookseller, (the Reverend J. C. Geikie,) who has commenced business in Toronto since the establishment of our Public Library System, and since more than 100,000 Volumes of Public Library Books have been sent to various Municipalities of Upper Canada.¶ This Gentleman has stated in *The Globe* Newspaper of the 22nd of March, that he would gladly, with the aid of the "Government Bounty" of the Legislative Library Grant, supply the Public Schools with Libraries,—thus leaving

*The necessity for this authoritative examination of Books for our Libraries is the more necessary from the fact, that many of the Books that issue from the Press, (especially in the department of Fiction), are very objectionable in point of morals. A Writer in a recent number of the *Scottish Review* (1905,) states, that he had examined eighty-seven Novels, published within the previous three years and a half, (1900-1904,) and had found seventy-eight of them of a decidedly objectionable character. In commenting on this class of improper literature the *Scottish Review* says: "We punish in our Police Courts the man who fires a pistol in the streets; but we have nothing to say to the man, or rather the woman, who shoots out of his, or her, pernicious pages the germs of impurity which cannot but make for the moral degradation of all who frequent the Circulating Library. Of course, the real solution is an education of public taste, which will lead people not to touch such works. If it is right to control traffic in poison, it is equally permissible to restrain, by the arm of the law, the traffic in thinly-veiled immorality, carried on by too many of our modern novelists." See remarks of President Eliot of Harvard University on this class of Literature on page 294 of the Eleventh Volume of this Documentary History.

†If a tone of sharpness appears in some parts of the following pages, it has arisen from the fact, that the Parties referred to have put forth their claims on personal grounds, and have supported them, not by a calm discussion of the question, as one of Political and Social Economy, but by gross personal attacks and imputations upon the Chief Superintendent of Education. Under such circumstances I have thought it due to them, as well as to the public and myself, that they should be pointedly answered, if not sharply rebuked.

‡See the Eighteenth Chapter of this Volume.

¶The Letter of the Bookseller here referred to, and the attacks of the Editor of the *British Colonist* are dealt with in the next Chapter of this Documentary History.

every other Bookseller to take care of himself as best he can,—imagining it to be no monopoly for him to do what he complains of a Public Department for doing, and assuming that the School and Municipal Authorities of the Country would have equal security, both as to the quality and prices of the Books supplied to them by an irresponsible private Bookseller, (who is interested in buying the cheapest editions of Books, and selling them at the highest prices possible,) as they would have in the case of the Books being supplied from a Depository in charge of a responsible Head of a Public Department, who has not, and cannot have, any interest different from that of any Trustee, or Municipal, Corporation, whose only interest and ambition it must be to procure the best editions of the Books, and supply them at the lowest prices possible,—who must account to the Government Quarterly for all his Receipts and Expenditures. through a vigilant Auditor of Public Accounts, and who may be complained of to, and brought to account by, the Governor-General-in-Council, for every act of injustice, or neglect of duty. But, although the paucity and evident objects of these periodical assailants might not entitle their attacks to notice, yet as these attacks afford an opportunity, on the present occasion, to illustrate some of the features and workings of our School System which may not be generally understood, I will briefly advert to them.

2. The narrative and references in a preceding part of this Special Report, furnish a sufficient refutation of the Statements of the Toronto Editor and the Toronto Bookseller as to our System of providing the Schools and Municipalities with Apparatus and Libraries not having been established by the authority of the Canadian Government, and not having the sanction of Governmental example in England and Ireland,* or in the United States. As to the prices at which these Publications are supplied to Schools and Municipalities, the following facts may be stated:—(1) These Publications are supplied to the remotest Townships of Upper Canada at the same prices at which they are supplied to the School, or Municipal Corporations of Toronto, and at prices lower than has ever before been witnessed in this Country. (2) An examination and comparison of Catalogues, (and it can be made by any Member of the Legislature, or other inquiring party calling at the Education Office), will show, that the price at which Maps, and other Apparatus and Books are supplied to the Schools and Municipalities are lower than the Catalogue prices at which these same Publications are sold to the public where they are produced, in Edinburgh, London, Boston, New York, or Philadelphia.† (3) The names of a number of the 321 volumes which the Superintendent of Public Instruction in Indiana supplied in 1854 and 1855 to each of the 690 Townships in that State, are contained in the official Catalogue of Books for Public Libraries in Canada, and the average price at which single copies of these Books are supplied to any Municipality in Canada are lower than the average prices at which the same Books were distributed by the Indiana State Superintendent, according to the list of the

* Last year the following Circular was issued by the Commissioners of National Education in Ireland:—

We are to inform you that the Commissioners of National Education have opened a Depository for the sale of School Apparatus to the National Schools of Ireland.

The object of this Department is to provide an adequate supply of such articles as are essential to the carrying out of the System of Public Instruction administered by the Board, consisting of Globes Geographical and Astronomical Diagrams—Apparatus, Models, and Diagrams for illustrating Natural Philosophy, Physics, etcetera.—Drawing Models, Prints, and Materials—Easels—Black Boards—Arithmeticons and Infant School Objects and Illustrations,—and for Industrial Schools:—Needles, Thimbles, Scissors, and Working Materials Those will be supplied to National Schools at the rates specified in the accompanying Schedule, which are considerably less than half the ordinary retail prices to the Public.

The Commissioners trust that the low prices at which every species of School Apparatus is offered will induce Managers to supply the Schools under their care with such articles as may be deemed most useful.

MAURICE CROSS. } Secretaries.
JAMES KELLY, }

DUBLIN, March, 1857.

The references in the Second Part of this Special Report will show what is also the practice in this matter in England and in the United States.

† The Prices, at which Library and Prize Books and other things were supplied to the Schools, (from 1850 to 1877—the years during which the Educational Depository was in operation,) was at the rate of "currency for sterling" that is, a Book that was sold in Great Britain for one shilling sterling was sold to the Canadian School for twenty cents, or one shilling currency; whereas the ordinary price of such a Book in Toronto was from thirty to thirty-five cents. See page 193 of the Tenth Volume of this Documentary History.

purchasing prices of them which he has published in his Fourth Annual Report. It is possible that a Bookseller, from a purchase made at Auction, or for a particular purpose, may advertise to sell certain Books as low as they are supplied from the Public Educational Depository, but the facts above stated are conclusive on the whole subject, and the burden of the complaints against that Depository is that the publications are there supplied at prices so low as to render it impossible for a private Bookseller to compete with them. It is the very spring and ground of attack upon the vital element of our Public School System. A private Bookseller, not contented with his legitimate sphere of trade and competition, covets, as a supposed fortune, the right of supplying a public want,—the wide spread feeling of which the Department of Public Instruction has created, and which such a Department alone can effectually supply. Hence such a Bookseller, absorbed with views of coveted gain, and imagining that society exists specially for him, claims to take precedence of the Government on one side, and of the Public School Sections and Municipalities on the other,—denying to the former the right, as well as the obligation of providing Requisites for Public Schools, after having created them, and denying to the latter the right and privilege of facilities such as never existed before, (and which were solely the creation of the Department of Public Instruction), for rendering their Schools efficient, and their population intelligent. The late Mr. Hugh Scobie, a Man of remarkable business talents, and of statesman-like views, and manly patriotism,—was, at the time of his decease, and some years previously, the leading Bookseller, Stationer, and Publisher in Toronto; he was at the same time a Member of the Council of Public Instruction, when the whole of the present System of Public Libraries was first considered and adopted, and examined many of the Books and often visited the Depository of Maps, etcetera; but although a man most keenly perceptive and sensitive to legitimate private rights and interests, and who watched with sleepless diligence and an honest pride over the progress of his own fine Establishment, he felt also what truly appertained to the duties of Government and the interests of the public, and gave the whole School System and the Department of Public Instruction the aid of his private counsel, and the support of his public journal "The *British Colonist*"—a Newspaper marvellously changed on this subject since it has passed out of the hands of Mr. Scobie.

3. Then, as to the bookselling interest itself, it is known that the taste and demand for Books are of very slow growth, and require the precursor of much information and of many exciting influences; yet the interest, (as the Customs Returns will show) has advanced of late years beyond all precedent, and more rapidly than most other collateral interests of Trade.

4. The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books, (not School Apparatus), imported into Canada.

Year.	Value of Books entered at Ports in Lower Canada.	Value of Books entered at Ports in Upper Canada.	Total value of Books imported into the Province.	Proportion imported for this Department taken from its books.
	£	£	£	£
1850	25,470	35,425	60,895	21
1851	30,175	42,933	73,108	824
1852	35,294	39,817	75,111	322
1853	39,675	63,570	103,245	5,691
1854	42,863	76,952	119,815	11,166
1855	48,589	84,698	133,287	6,406
1856	52,159	106,998	159,157	2,552
1857	*56,100	77,293	133,393	4,007
Total for the eight years	£330,325	£527,686	£858,011	£30,988

*With reference to the increase in this year over 1856 for Lower Canada, and the decrease for Upper Canada, it is to be observed that the Canadian line of Steamers, having been then established, goods to a large amount, intended for Upper Canada, were frequently entered at the Custom House, Montreal; besides, the importation of 1856 was unprecedentedly large.

5. But what agencies and influences have been in operation since 1850, which were not acting upon the public mind during the previous eight years to produce so remarkable a development and extension of the Book Trade? The only additional agencies and influence, of which I am aware, are the improvement of our Schools, the monthly circulation of the "*Journal of Education*," in each of the 3,500 School Sections in Upper Canada, besides among Local School Superintendents and Municipal Officers, a Provincial Tour of the Chief Superintendent, bringing before a Public Convention in each County the subject of Books and the advantages and means of circulating them in Libraries, and the publication and circulation of many thousand copies of an extensively classified Catalogues of some 3,000 Books, with the title of each of them in full,—thus exhibiting to a large, if not controlling, portion of the community in each County a world of entertainment and profit from Books, of the existence of which they had previously no means of knowing. I have reason to believe that great numbers of persons, who have thus come to a knowledge of Books which they knew could not be supplied by the Department of Public Instruction to any private party, (books being supplied by that Department only to Public Institutions,) have sought and purchased them of the private Booksellers. I believe that the private trade has largely benefited by the Department of Public Instruction and the System of Public Libraries which it inaugurated and put into operation, and, I have been informed that some of the most intelligent and extensive Booksellers are of the same opinion also, as expressed in their Petition to the Legislature.*

6. By means of the Public Libraries, many people see, or learn of, Books which they desire to possess for themselves and families, and which, of course, they can only procure from private Booksellers, as they must also obtain from them Religious and Denominational Books,—such not being included in the Official Catalogue of Books for Public School Libraries. But it is vain for a private Bookseller to think of competing with the Public Depository in the price of Books, and it is not honest, in my opinion, for him to pretend to do so.† I have repeatedly stated, in Public Official Documents, and often otherwise, that it is unreasonable for any one to expect to get anything like the variety of Books from private Booksellers lower than from twenty, to fifty per cent. above those at which Books are supplied by the Public Educational Depository for Township and School Libraries. How futile and ridiculous would it be for any Bookseller in England to attempt, or pretend, to compete either in the variety, or with the prices at which the Privy Council Committee on Education furnish Text Books, Apparatus and Libraries to the Managers and Pupils of Schools aided by Parliamentary Grant, or liable to Governmental Inspection.‡ Equally absurd would a similar pretension be on the part of a Canadian Bookseller. But to enhance the gain of Booksellers is not the primary question for the consideration of Government, whose first duty and right it undoubtedly is, as well as that of the several Municipalities and School authorities, to provide, as far as possible, the means of instruction and knowledge for all classes of the population.¶

* Since this paragraph was written, several of the parties referred to have borne spontaneous and public testimony on the subject in a Memorial to the Legislature. Among the signatures to that Memorial are the names of three parties who are the most extensively engaged in the Book trade of any Booksellers in Toronto, and whose practical and disinterested testimony outweighs that of scores of interested parties on the other side.

This patriotic Memorial, and also a counter one, by interested Booksellers, will be inserted in the next Chapter of this History, with appropriate comments on the latter by the Chief Superintendent of Education.

† As to the reduced prices of Library and Prize Books supplied by the Educational Depository, see note on page 294 of this Chapter.

‡ For reference to the Privy Council Committee and its modes of supplying Books and Requisites to the Schools of England and Wales, see pages 281-284 of this Volume.

¶ The complaining parties against the operations of the Depository have alleged, that supplying the Classical Institutions of the Country and their Pupils with Classical and Mathematical Books, recommended by the Council of Public Instruction, has deprived private Booksellers of their principal source of profit. As a record is kept at the Depository of the Department of Public Instruction of every Book sold, to whom, by whom, and for what, the result of an inquiry into the quantity of these Books furnished by the Department to the Managers and Students of Colleges and Grammar Schools throughout Upper Canada during the year 1857, amounts just to One hundred and ninety-seven pounds nineteen shillings and three pence,—a fact sufficiently illustrative of the truth and honesty of the allegations of those parties.

7. Nothing can show more clearly than the statistics of the foregoing Table, the utter groundlessness and absurdity of the statements that the Department of Public Instruction has monopolised, or injured, the Book Trade of the Country. It is seen that of Books imported into Upper Canada from 1850 to 1857, inclusive, to the value of Five hundred and twenty-seven thousand, six hundred and eighty-six pounds, while Books to the value of only Thirty thousand nine hundred and eighty-eight pounds have been imported by the Education Department, that is one-seventeenth part of the Books imported during that period; that of Books to the value of One hundred and eighty-four thousand, two hundred and ninety-two pounds, imported during the last two years, Books to the value of only Six thousand five hundred and fifty-five pounds have been imported by the Department of Public Instruction,—only one-twenty-eighth part of the whole of the Books imported,—a mere drop in the bucket,—scarcely deserving of public notice in connection with the general question, or interests of the Book Trade, and which, perhaps, would not have been noticed, but for the misguided and pugnacious selfishness of certain persons engaged in it in Toronto, who seem to look upon the whole Country as their own, to rule it as they please in the supply and prices of Books.

8. The statistics of the foregoing Table also show that, subsequently to the preparatory steps for the introduction of Public Libraries in Upper Canada, and simultaneously with their establishment, an unprecedented increase of the Book Trade commenced. In 1851, the Chief Superintendent procured specimens of Library Books in Britain and the United States, and, in 1852, visited and held a Convention on the subject in each County of Upper Canada, commenced the publication and circulation of Catalogues, etcetera, with 1853, and the sending out of the Books for Libraries, during the latter part of the year. And, in that very year, a new impulse and extension were given to the Book Trade of the Country,—as the Custom Returns show,—the increase of 1853 over the Book imports of 1852 being Twenty-three thousand, seven hundred and fifty-three pounds; while that of 1852 over 1851 was only Seven thousand, five hundred and eight pounds,—since which time the Book Trade has steadily and rapidly advanced. And, when it is considered, that no unusual agency, except that silently exerted by the Department of Public Instruction, has been employed to create so unusual a taste and demand for Books, it may be fairly inferred that Booksellers are not a little indebted to that Department for the increase of their business, and may naturally be ashamed of the attacks upon it by certain of their number, with whom perhaps largeness of profits on Books sold, rather than the number sold, may be the prime consideration, and who feel that the Education Department does exert an indirect influence in reducing the prices of Books, as well as in promoting their circulation—hence their vehement attack. [See Note on page 294 herewith.] But if the influence of that Department is both to reduce the prices and increase the circulation of Books, I think the Book-purchasing Country at large will be satisfied and grateful, however certain of the Bookselling community may be dissatisfied and complain.

9. Perhaps not the least remarkable fact revealed by the Statistics of the foregoing Table, in connection with what is transpiring in the Country, is, that, with so small an expenditure, the Education Department has contributed so largely, not only in diffusing knowledge, but in awakening so general an attention to, and exciting so strong a desire for recreation and improvement by means of Books, besides reducing the expenses of them and adding to the facilities for circulating them. What has been done has proved no less beneficial to the Book Trade on the one side, than to the public on the other.

10. It is also worthy of remark, that the whole of the Book Trade of the Country that was ever open to Booksellers, is still occupied exclusively occupied, or "monopolized," by them. The Department of Public Instruction does not intrude upon it, but supplies Public School and Municipal Corporations, which never before had authority to procure Libraries, and which exist and act for the benefit of the community at large as a body

politic, and whose rights and powers and duties should not be subordinate to, or made dependent upon, the personal and extravagant pretensions of an individual Bookseller. Much has been said and written against the powers of Public Bodies, from the Government downwards, being rendered subservient to the purposes of individual speculation; yet it is the very object and demand of certain Booksellers to speculate out of the Public School and Municipal Authorities of the Country, and to make the Authorities exclusively dependent upon them for that purpose. If such Booksellers content themselves with their legitimate sphere of trade, there can be no competition between them and the Department of Public Instruction, and all that is done by the Municipal and School authorities, through the aid of the Education Department to establish Public Libraries, and diffuse useful knowledge, will, as it has already done, as shown by the Customs Returns, contribute to the greater demand for Books on the part of individuals and in families. But as well, and with more reason, might private Teachers deny to the Government, or a Public Corporation, the right of establishing a School, because they would teach all the children in the Municipality, and because their enterprise ought not to be interfered with, than for a private Bookseller to deny to the Government, or a Public Corporation the right of establishing a Public Library, except through his agency, and at his price. The greater weight of argument is altogether in favour of the private Teachers, who might teach all the children of the neighborhood, and whose interests and employments are, perhaps altogether superseded by the Public School; but the private Bookseller is not interfered with, but has the monopoly of his Trade with the public generally, to the widest limits of its legitimate sphere.

11. I have argued this question upon general grounds, assuming that the private Booksellers are as abundantly able to supply the variety of Books recommended for the Public Libraries in Upper Canada as are private Booksellers in England. But what would be the condition of more than three-fourths of the Townships of Upper Canada, could they not procure from the Department of Public Instruction the Libraries, as well as the Maps, Globes, and School Apparatus they require? But for the arrangements and Catalogues of the Education Department, they would not have known of the existence of most of these aids for their Schools and that mental entertainment for their evenings and leisure hours, much less would they have been accessible to them. And even now, after all the information diffused by the Education Department, how many of such aids and Books could such a Township and School Municipalities obtain from private Booksellers? In what County, or Township, would, or could, the required supply be kept, and upon what terms, and with what guarantees? And, if the result would be a sort of monopoly of certain Booksellers in Toronto, from whom local parties would obtain their supplies, (assuming it is possible to obtain such supplies,) what would be the expense to the Municipal and School Authorities, after payment of profits to each of these intervening agencies, and what security would they have against exorbitant prices, or as to the quality and kind of the articles and Books required? If a Bookseller has not a tenth of the articles and Books mentioned in the Official Catalogues, and required by the Municipalities, and sought to press upon them other Publications of his stock, what other resource would such Municpalities have? The unsatisfactory working and declining state of the Public School Library System in the State of New York, as detailed in a preceding part of this Special Report [pages 285-287 herewith] is a sufficient illustration of the fruits of what is demanded by the Bookselling assailants of our Public Library System, in a Country where the private Book Trade is much more extended in its supplies and operations than in Upper Canada.

9. Whether, therefore, our system of providing Public School Libraries as well as Maps, Globes, and other School Apparatus, be considered in regard to the higher, or lower, grounds above stated, the conclusion is that which was expressed by the President of the American Association for the advancement of Education at a late anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The report says—"The President made some remarks on the

difficulty in the United States of procuring proper Libraries for Schools, keeping out bad Books and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Education Department at Toronto, Canada, West."*

10. I now address myself to objections, which have emanated from other quarters.

(1.) By one Writer it has been alleged that "In establishing the School System, the Legislature commenced by taking from the Parent the sacred right, and still more sacred duty, of educating his children in his own way." This assertion can only be regarded as a libel upon the Legislature and School System of Upper Canada. There might be some truth in such an assertion, in regard to the School System of a Country where the reigning Sovereign is a Despot, and, by his own absolute authority, provides a Revenue, establishes a School System, appoints Teachers, prescribes the Instruction to be given in the Schools, disallows Private Schools, and requires all the children of certain ages to be taught in the Royal, or Imperial, Schools; but it is without the shadow of truth in respect of the Legislature, or School System, of Upper Canada. Our Legislature imposes no School Tax, as do the Legislatures of New York and other American States, but simply empowers the Municipalities to do so, if they please, and encourages, to a certain amount, those who are disposed to help themselves in establishing and maintaining Schools for the education of their children; but which Schools the local parties themselves determine upon the manner of supporting, appoint and remove the Teachers, each Parent determining that his own children shall be taught in the Public School,—there being no restriction whatever in the establishment of Private Schools. No; the "sacred right, and still more sacred duty, of educating his children in his own way" is taken from the Parent by those who impose upon him the punishment of "mortal sin," if he does not send his children to a certain kind of Schools, or if he presumes to send them to the Public Schools.

III. (1.) By another Writer, the whole of our School System is denounced, on account of the state and alleged expensiveness of the Common Schools of the City of Toronto.† But it happens that Toronto is not Canada, as Paris is said to be France. It also happens that the Common Schools are the pride and boast of the City of Hamilton, where the same Law prevails that exists in Toronto. It is true that in 1850, Toronto did not own a decent Common School House, if a School House at all, and that since then a School Site has been obtained and a noble School House has been erected in each Ward of the City,—a fact which the assailants of the System, on account of its expensiveness, have carefully concealed. The City of Hamilton has pursued the same noble career in the erection of School Houses, but differs from Toronto in the erection of a large Central School for the higher classes and larger pupils and Primary School Houses in each Ward for the smaller children who are drafted, or promoted, to the Central School as they advance in their studies.‡ Hamilton has also adopted the Normal and Model School System, by employing a Head Master and Teachers, all of whom have been trained in the Normal School. Toronto has thought proper to ignore the Normal School, although established within its limits; and not a Normal School Teacher has been placed in charge of one of the Common Schools of the City, and only two, or three, have been employed in subordinate positions. Hamilton furnishes an illustration of the Provincial Normal and Model School System; Toronto an illustration of the old system, except in the character and furniture of the School Houses. Besides, Toronto is favoured in having located within it the Upper Canada College and other Educational Institutions endowed at the expense of the Province. But perhaps these City advantages are a disadvantage to the Common Schools, as many persons, who avail themselves of the Provincially Endowed Institutions, look down upon, and exclaim against being

* See page 34 of this Volume. See also the Statement of the School Commissioner of Rhode Island, quoted on pages 292, 293, also of this Volume.

†This was the opinion of Mr. G. A. Barber, the Secretary of the Toronto Board of School Trustees and their Local Superintendent. See the Chapter on School Proceedings of Municipalities and School Trustees in a subsequent part of this Volume.

‡In regard to the Hamilton System, see page 74 herewith.

taxed for the support of the City Common Schools,—insisting that every man should educate his own children; whereas, had they done so, they would themselves have had to purchase the Site and erect the Buildings for Upper Canada College, and of the University College, or both, and have endowed the Masterships and Professorships, as well as defrayed all the current and incidental expenses of those Establishments. Persons who have been educated at Schools, or Colleges, established, or aided, by Public Grants, or endowments, or who have been educated, or who are educating their children at such endowed Establishments, ought to be the last persons to object to the payment of Taxes for the support of the Common Schools, or to profess that "every man should educate his own children." On submitting in 1847, the first Draft of Bill for our present system of Schools in Cities and Towns to the Honourable J. Hillyard Cameron, then Solicitor General, I explained to him that if he agreed to introduce one provision of the Bill, he would have to pay more for the support of Common Schools than he had ever thought of paying, especially as he was then the highest on the Assessment Roll of any Member of the City Corporation, and the principle of the Bill being that Common School Education was a public interest to which every man should contribute according to the property which he had acquired, and which was protected in the Country. After consideration, Mr. Cameron replied that the principle was right, and he knew how such a provision of the law would work; and that, out of every ten persons, nine would be directly interested in it and support it, and the tenth would be very angry about it. I am sure Mr. Cameron will pardon me for allusion to a private conversation, so honourable to his head and heart, due to him as having introduced and carried through the Legislature the first Bill containing a provision, (not a requirement, but a permissive power,) which has already conferred benefits upon thousands of parents and children in the Cities and Towns of Upper Canada, though "every tenth man" may be still angry about it, notwithstanding that he himself, or his Son, may perhaps have been educated at Institutions largely endowed, or assisted, from public sources.*

(2). It is also to be observed that the School Law of 1850 does not prescribe any particular kind of Schools in Cities and Towns, nor any particular mode of supporting them. The Electors in each of such Municipalities, through their elective Board of Trustees, are empowered by the Fourth Clause of the Twenty-fourth Section of the School Act of 1850, (and that without any restriction), "to determine the number, kind and description of Schools which shall be established, or maintained, in such City, or Town."† The Board of Trustees in any City, or Town, (also in any Incorporated Village, by the Twenty-sixth Section of the Act of 1850, 13th and 14th Victoria, Chapter 48), may establish and maintain Church of England, Roman Catholic, Presbyterian, Wesleyan, Baptist, or Congregational, Schools, and appoint a Committee of three from each Church concerned to the immediate care of the School designed for its Members, as I stated in the first Official Circulars, issued after the passing of the Law.‡ Nor does the School Law restrict such Municipalities to any particular modes of supporting their Schools, the only restrictive clause of the law in regard to Rate-bills and Rates, (applying to School Sections alone, but) empowers the Board of Trustees in each City, Town, or Incorporated Village, to impose as high a Rate-bill on pupils as they please, or none at all, to support their Schools wholly, or partly, or not at all, by a Rate upon property.

* I think it but just to add, that the late Honourable Henry Sherwood, who was Attorney General in 1847, after I had given him a similar explanation to that given to Mr. Cameron, cordially assented to, and supported the principle of the Bill, which passed the Legislative Assembly, without a division, and, I believe, without an objection to it from any party.

† The corresponding provision on this point in the City and Town School Act of 1847, was even more explicit in its terms than was that in the Act of 1850. The Fourth Clause of the Fifth Section of the Act of 1847 provided that the Board of School Trustees of each City, or Town, was empowered "To determine the Number, Sites, and Description of Schools, which shall be Established and Maintained in such City, or Town, and whether such School shall be Denominational, or Mixed." Nevertheless the provision on this subject in both Acts is substantially the same.

‡ The Circulars of 1850 relating to City and Town Schools, will be found on pages 202-205 of the Ninth Volume of this Documentary History. See also page 277 of this Volume.

(3) Moreover, I may state still further that the School Law does not compel any Municipality to adopt, or maintain, the School System at all. Any, or every City, Town, or Incorporated Village, or Township, in Upper Canada, may relinquish and discard the Public School System, and leave School Education to the "voluntary system." As an illustration and proof, I may mention that, several Townships in the eastern part of Upper Canada, declined for years coming into, or adopting, the School System, and the Town of Richmond, in the County of Carleton, has remained a "voluntary" in School matters to this day,—never having levied a School Rate, or had a Board of Common School Trustees, or a Common School in it. The parties concerned only applied on the Third of the current Month for instructions, so as to enable it now to adopt the Common School System. The City of Toronto, and every other Municipality in Upper Canada might always have been, and may forthwith become, if it pleases, a Town of Richmond in School voluntaryism. Parties, therefore, who wish to abolish the present School System in Toronto, or in any other Municipality, have no need either to assail the Chief Superintendent, or to petition Parliament; but let them go to the Ratepayers themselves and their representative Trustees, (who are the very parties that can terminate them), and adopt the "voluntary System" in regard to their Schools. They can adduce as an example to be followed, the Town of Richmond, which has never paid, or been burdened with a sixpence Common School Tax, where the Village prospect is not broken by a single Common School House, or the children tormented by the tasks of a Common School, where the Grammar School itself has grown "small by degrees" and so "beautifully less," as to forfeit the right of sharing in the Grammar School Fund. But if other Municipalities have pursued a different course, and erected good School Houses, and properly furnished them, and employed good Teachers and established good Schools, it is because they have chosen to do so themselves, and not because the law has compelled them to do so. If some Municipalities and School divisions have managed their School affairs very badly, they have, perhaps, managed their Municipal affairs just as badly; but the School Law is no more to blame in the one case, than the Municipal Law is in the other. If the people in their several Municipalities have actually increased their self-imposed School Taxes during the last few years at the rate of nearly One hundred thousand Dollars a year for the payment of Teachers alone, and increased their self-imposed Taxes for the erection of School Houses, the purchase of School Apparatus and Libraries in corresponding ratios, so as to exceed in the amount of their self imposed School Rates in proportion to population, the old and great State of New York, where the School Tax is imposed by the State Legislature, and collected by the State Tax-Gatherer, what does the fact prove but the amazing capabilities of our *laissez-faire* Municipal System, and the hold which that System has upon the minds and hearts of the people, bating perhaps the "tenth angry man" for the nine educational and progressive men. To repeal the School Law then, like repealing the Municipal Law, is not to relieve the people from the control of any central power, but to take away from them the local right and privilege of collective, or Municipal, association in School, as well as in other, affairs, and to deprive them of the right and privilege of being encouraged and assisted by Government "to educate their children in their own way." The School, like the Municipal, System has become a part and parcel of the local self-government rights of the people, and he must be a bold man who will attempt the invasion of either of them.

IV. It has also been objected to the School System, that it allows a man's property wherever situated, to be taxed for School purposes, though he does not reside upon it, and can derive no benefit from the School Tax, which he is compelled to pay. To this it may be replied by asking, if one man is so fortunate as to own Land in ten different School Municipalities and another man owns Land in only one School Municipality, whether the former ought not to pay School, as well as other, Taxes, in ten as many places as the latter? If so, the next question is, whether the School Tax, thus payable, should be expended to support the School in the School Section, where it is

situated, or that of the School Section in which the absentee Proprietor resides? I answer, the value of the Land is, as a general rule, maintained, or increased, by the labour, enterprise and intelligence of those who reside in the neighbourhood around it, and are they not justly entitled to some return for the value which their joint labour maintains, or confers, upon the Land of such absentee? And can that return be more properly and cheaply made, than for the Land to be made to pay a Rate toward the education of those youths whose labour, in connection with that of their fathers, maintain and often largely increase its value? Nothing, in my opinion, can be more equitable than that the Land of any Absentee should be liable to pay School Tax for the benefit of the neighbourhood in which it is situated; and it is unfair and unjust that the inhabitants of a neighbourhood should be subject to all the inconvenience and disadvantages of Land absenteeism, without any mitigation of it. If the Land is occupied, then the tenant has, of course, an interest in the School, in common with the other Residents.

I now come to objections of a different kind, from another quarter.* The Writer, whose objections I now notice, is the subject not only of a singular annual mania of writing and publishing against our System of Public Schools, but of an extraordinary aberration in perverting and misrepresenting all facts which he professes to deal. I will give a few examples:—

1. In my Annual Reports, as I have advertised the public, I have noticed the defects of any local Returns, and have, in the extracts from local Reports given the dark, as well as the bright, side of the state and progress of the Public Schools in every part of Upper Canada, not misleading the public to imagine that so much has been done, that they may now relax their exertions, but presenting proofs that, after allowing for every drawback of indifference and ignorance in some cases, and of poverty and sparse settlements in others, enough at least has been done in the improvement of the Schools and the spread of knowledge to excite gratitude, to inspire confidence, and to encourage exertion. But the Person whose last signature is that of "Angus Dallas," avails himself of the impartiality of my Reports, by quoting extracts of the local Superintendents' Reports from six Townships, to prove that Trustees throughout the other three hundred and sixty Townships are ignorant,—have made defective Returns,—have been negligent in their duties, and that, therefore, the Reports of Trustees are not to be relied upon,—that Local Boards of School Trustees are a "curse," and ought to be abolished.

(2) In the same way quotations are made from six Reports of six Township Superintendents respecting their little remuneration, their onerous duties,—changes in the incumbents of their office and defects in their Returns, to prove that there is no value to be attached to reports of Local Superintendents throughout Upper Canada;—that their Office is useless, and ought also to be abolished. Now, every intelligent and sane man knows, that the defectiveness of Statistical Returns cause the truth, as a rule, to be understated, rather than overstated; and, therefore, warrants the inference, that, if our School Returns were more complete than they have been, they would exhibit greater progress in our Public Schools than my Annual Reports have shown.

(3) Again, extracts and isolated sentences are laboriously culled from twenty-eight Township Reports to "show the general condition of the Schools, produced by the

* The objections noticed in the following paragraphs of this Report have been put forth by a respectable Cooper, who has of late years become a Wooden-ware and Toy Merchant of this city,—a Gentleman, who is very religious, when writing against our Public Schools, and who has had an expensive mania for writing and publishing against them during several years; who, according to his own account, published, on the eve of the Session of Parliament one year, a series of Letters against the Public School System under the signature of a "Layman;" another year he published one, or two, numbers of a ponderous Educational Review, of which I believe some thirty copies were sold; a third year he published another series of Letters, under the signature of "A Protestant," appearing, in the first instance, in the anti-public school "*Catholic Citizen*" Newspaper, and afterwards in a Pamphlet; a fourth year he published in the same Newspaper, and afterwards in a pamphlet, another series of Letters, under the signature of "Angus Dallas." In these Letters, which, as on previous occasions, he has scattered abroad with a liberal hand, he complains that his previous labours have been unnoticed. He will now experience the gratification of having them recorded and noticed. For a list of these various Publications see pages 181, 182 of this Volume.

inferior character of the Teachers'' employed, and, therefore, that the Normal School has done nothing to improve the character and qualifications of Common School teaching, and "the Chief Superintendent and Board of Public Instruction have mistaken the true object of popular education;" that the system of examining Teachers by Local Boards, and of employing them by Trustees is radically defective; that the Boards of both Grammar and Common School Trustees are a "curse to the Municipalities."

(4) It is alleged that only one hundred and forty-two Teachers, trained in the Normal School, are teaching in Upper Canada, and that my Annual Reports, to the contrary, are false, because that number are reported as teaching, who hold "Provincial Normal School Certificates;" whereas, such Certificates were not issued at all until six years after the establishment of the Normal School, and have only since been issued to a comparatively small number of the Students; the rest getting their Certificates on examination before the County Boards as do other Teachers. Of the Teachers who have attended the New York State Normal School at Albany, only one in ten have obtained Diplomas, or State, Certificates. The declaration required of Candidates admitted to our Normal School is the same as that required of Candidates admitted to the Normal Schools in the neighboring States, and are more explicit than that required in England, Ireland, or Scotland. In addition to which about two-thirds or all the Candidates admitted into our Normal School have been Teachers before applying for admission there for further training.

(5) A fifth example of this mode of perverting and misrepresenting facts will suffice. In my last Annual Report, I remarked, on the defectiveness of the Returns of the school population between the ages of five and sixteen years, and also of the Returns respecting School-houses; and this is adduced as a proof that, according to my own statement, no reliance is to be placed upon the statistics of my Report! My pointing to the defectiveness of Returns, when I found them so, shows that I did not wish to mislead; and any one knows that Trustees might omit giving any description of their School-house, and might not ascertain and return the number of residents in their School Section between the ages of five and sixteen years, and yet, from the School Register, report accurately the number of pupils in their Schools, the time of their attendance, the subjects of their Studies, the period of keeping open their School, by whom taught; and, from their own Secretary-Treasurer's Books, they could give an accurate account of the Moneys which they have received and expended during the year,—from what sources derived, and for what purposes expended; and from these Returns by the Trustees of each School Section, the Local Superintendent could prepare his Township Report, adding various items of information as the result of his own official acts and observations. The return of such facts exhibit the real state and progress of education in each neighborhood. Besides, since the School Law of 1850 makes the ages of school attendance of children to be between five and twenty-one years, many Trustees have thought it needless to ascertain the number of resident children from five to sixteen years of age. However, for such defects in their Returns, which are exceptions to the general rule, as I have pointed out, Mr. Angus Dallas not only regards all local Returns as fabulous, but purposes to blot Trustees and Local Superintendents out of existence. He says:—"So long as Trustees and Local Superintendents, whether detected, or not, can act with impunity in the non-performance of their prescribed duties, the prospect of amendment must be very remote. Under Government inspection, these irregularities could not occur." It happens, in England, where Government inspections obtains, and where elective School Corporations are unknown, that the Returns are vastly less full, and less explicit than they are in Upper Canada.

(6) I have thought proper to devote the foregoing paragraph to the statements of this Writer, after his several years' labour in the same cause, and as he has been put forth, as the Corypheus of those adverse to the present School System. The proposed remedies, which have been suggested, for the evils of our present System of Schools

are, that the different Religious Denominations are to be substituted for the Municipalities and elective Trustees; a "Minister of Public Instruction with a staff of District Inspectors," for the Chief Superintendent of Education and Local Superintendents; a Government Board of Examiners, "granting Certificates to Teachers for all Upper Canada," and that "each Teacher,—(who should be a man, and not a boy)—should be capable to undergo an examination in both the Greek and Latin languages; and more particularly with Latin his acquaintance should be thorough and familiar."*

This scheme needs no comment, or illustration; and my only apology for noticing it is, that it is the fruit of so many years' labour, and the only substitute, except that of the Irish National Board, which has ever been proposed for our present School System.†

I beg to conclude this Report with a few general remarks:

Our School System is pre-eminently a Municipal System, in which each Municipality, and even each School Section, acts independently of every other, and over which the Government itself exercises no control beyond that of co-operating with it on certain conditions, and those conditions involve no surrender of its own management, but simply require the keeping open of the School by a qualified Teacher so many months in the year, and allowing all residents between the ages of five and twenty-one years to attend the School, so long as they pay the required Fee and observe the established Rules, and not compelling any of them to read from any Religious Book, or to be present at any Religious Exercises, to which their Parents, or Guardians, object. Such being the local, independent Municipal character of our School System, there must be a great diversity in the character and efficiency of the Schools in different Cities, Towns, and Townships (managed as they are by upwards of Ten thousand Trustees,) and in different School Sections of the same Township; so that the success of the System can only be judged of by ascertaining general results, since the state of the Schools in one Municpality might give a too favourable view of its progress, and the reverse in another Municipality. These results, notwithstanding the much that yet remains to be done in each Municipality, evince a progress in the Elementary Schools of Upper Canada, not equalled by those of Great Britain, or Ireland, or of any State in America. In Ireland the Elementary School System is non-denominational, and is jointly administered by a Government Board and local Patrons, sustained as it was in 1856 by a Parliamentary grant amounting to $1,126,428.80, had 5,245 Schools, which included 560,134 pupils. The Elementary School System in Great Britain [was, until 1871,] Denominational, and is jointly administered by a Government Council and Local Denominational, or voluntary, association Managers, was sustained in 1856 by a Parliamentary grant of $2,061,680, had 5,179 Schools, which included 645,905 pupils. The Elementary School System of Upper Canada is non-denominational, (for the most part), and is administered by the co-operation of a Government Council and Chief Superintendent and local elective Municipalities and Trustees, and was aided in 1856 by a Parliamentary Grant of $168,932.00,—which included Normal Schools, Libraries, Official Salaries, etcetera,—it embraced 3,470 Schools, attended by 251,145 pupils,—nearly one half as many as there are in the Schools of all England.

It, therefore, appears, that the System of Elementary Schools in Upper Canada, (according to the Returns of 1856,—the last year for which they have been received), costs the Parliament in proportion to the number of pupils in the Schools, sixty-seven cents per pupil; that of Ireland two dollars and one cent per pupil; that of Great Britain three dollars and twenty cents per pupil, or more than six times that of Upper Canada; while the annual increase of pupils in our Schools is absolutely nearly as large as that of Great Britain, or Ireland, and proportionably several times larger. Our Elementary Schools embrace rather more than three-fourths of the whole population of School age in Upper Canada; while, in England, Elementary Schools do not embrace

*See Pamphlet Number Six on page 181 of this Volume. †See page 220 of this Volume.

one-half of the population of school age. The opponents of our School System have advocated the abolition of the powers of our local Municipal Councils and School Sections to combine and erect School Houses and support the Schools by Property Rates, and the introduction of the English Privy Council Denominational System of Elementary Instruction. That System has been in operation nearly twice as long as has our present Canadian System. The following extracts from recent Speeches of Members of the House of Commons,—especially from the speeches of Sir John Pakington, late Secretary of State for the Colonies, and now First Lord of the Admiralty, and of Lord John Russell, the founder of the English School System,—will show in what light the English System is viewed by those Noblemen and Gentlemen, who best understand it, and how much Upper Canada would gain by its introduction, (as has been proposed,) in place of our present School System. Sir John Pakington, moving on the Eleventh of February for the appointment of a Commission to "inquire into the state of Popular Education in England, and to report what measures are required for the extension of sound and cheap Elementary Education to all classes of the community," in the course of an elaborate Speech, made the following statements:

He believed that the noble lord, the member for London, (Lord John Russell), in his Speech upon this question in 1856, made a statement to the effect, that it was not the object of those who founded the Privy Council Committee System in 1839, to make it pervade every part of the Country and supersede all other agencies, but rather to establish a nucleus for the encouragement of education in every way. The question to which the House should address itself was, whether, bearing in mind the statement of the noble Lord, that the Committee of Council System, valuable as it was, had not grown to an extent entirely beyond what was originally intended, and whether it could be carried much further with safety to the public interests. The annual Grants were annually growing. The estimate last year was between 500,000 and 600,000 pounds. That for the present year, he was informed at the Council Office, would be about 100,000 pounds more than that of last year. To carry out this great System of the Committtee of Council, they had an increasing army of Inspectors, In the year 1850, the number of Inspectors was nineteen; in 1857, it was forty-six; and, if the System were to expand still further, that number would require to be considerably increased. The time, therefore, had arrived when it ought to be asked, whether that state of things would not lead to an amount of centralization never contemplated by those who founded the System, and to an expenditure so vast as to make it impossible for those whose duty it was to keep a watchful and jealous guard over the public money to permit the System to continue. He spoke with some reserve on the subject because he would be sorry to check the generosity of Parliament; but he believed that it was impossible to keep a sufficiently vigilant guard over the expenditure of minute fractions in every part of the Country of so large a sum as was now annually granted for School purposes. In order to secure the proper expenditure of the Annual Grants, under the present System, a multitude of minute conditions and complicated arrangements would have to be made, the operation of which would prove injurious and inconvenient. If such conditions and arrangemnts were not made, they ran the risk of not receiving an equivalent for their expenditure. He had stated upon previous occasions that he wished to retain the present system as a nucleus of a more extended one, and the centre of our educational action. But he believed that the present was only half a System."

In another part of his speech, Sir John Pakington said, "In Canada there was an admirable System of Education in existence, and the Australian Colonies were most anxiously endeavouring to establish a sound System, which would reach to all parts of that Country."

Mr. W. J. Fox also said—"In the Colony of Canada, Schools of recent establishment had been scattered over the Country, in which the use of the Scriptures was voluntary, and it was now the boast of Canadians that education in that Country was more extensive than in some of the American States that were foremost in the possession of a System of Education."

Lord John Russell, in the course of a powerful Speech, made the following startling statements:

There are 4,000,000 or 5,000,000 of children in want of education. The present System extends to only 570,000. Why is it restricted to that number? The answer is easy. It was proposed to assist by Grants the means of those who were willing to build Schools and carry them on, but who could not provide themselves all the resources necessary for that purpose. The hope was that the establishment of these Schools

would lead, by example, to the establishment of others, and that thus the System might spread. It was very much in the nature of an experiment, and it remained to be seen whether that extension of education took place rapidly and generally, or whether it was a slow and partial process. The System has now been in operation for about eighteen years, and I must say that, although, with regard to those children who are under education, it has been very successful, it has not spread so rapidly, or so extensively, as could have been wished. Let me ask then, what is to be done? You are not making any great progress because I believe, if any one will look at the amount and increase of the Grants, and then look at the increase of the number of the children, he will find that at least the 70,000 who have been added recently to the list of scholars, are receiving Grants from the State to a much larger proportionate amount in money than the 500,000, who first received the benefits of the System. If that is the case, I think it is deserving of inquiry how the System can be beneficially extended. I can conceive many ways in which it might be beneficially extended. For example, I believe that, in many cases, the Clergy of the Established Church, as well as the Ministers of the Dissenting Denominations, would be willing with their Congregations to contribute a certain amount, not perhaps complying with all the conditions of the Committee of the Privy Council, but yet making better Schools than those which now exist. Would not that be a desirable object? I believe we have greatly improved the quality of education, but we ought not to lose sight of its quantity, and, if we find in certain districts, education making no progress, is it not desirable to examine whether, by restricted Grants and less stringent conditions, we may not be able to extend the present system? A Bishop of the Established Church has told me that he thinks much might be done, and he pointed out to me that there were whole districts in his Diocese, in which there were no Schools of any value whatever. I have heard others, who have great practical experience, say, that, while in their own places there were Schools very well conducted, that the Grants of the Privy Council were not only sufficient, but were munificent, you might go for ten, or twelve, miles from their Parishes and not find a single locality where a valuable School existed. You cannot, at present enquire into these facts; your Inspectors cannot tell you anything about them. Is it not worth while, then, to have an investigation, which shall inform you as to the actual state of things?"

Let any man who has a heart to feel, ponder the above statements of Sir John Packington and Lord John Russell, and say whether we have not reason to maintain and extend, with more earnestness and confidence than ever, our Canadian System of Public Instruction. No one can be more sensible than myself that our School System is far from being perfect,—that the details of the School Law itself are susceptible of amendment in several respects,—that, in the organization, alterations and settlements of boundaries of School Sections, improvements are practicable,—that, as the standard of the qualifications of Teachers has already been raised higher than it was formerly, so that it must be raised higher than it is now, as fast as qualified Teachers can be found to fill the Schools,—that much may be done to render the system of inspecting Schools more effective, to secure more general and punctual attendance at school, and to render them instruments of greater good; yet no intelligent and candid man can compare our School System with that of other Countries, without acknowledging that it has less machinery, and is more simple than that of any other Country, or State, in Europe, or America; that it is better adapted than any other to do the very thing that is most wanted in England, and not properly provided for in the neighboring States,—to combine and develop local action and resources in co-operation with Governmental counsel and assistance,—that its progress, during the short period of its existence, is without precedent, or rival, and that we have every encouragement to persevere in its extension and improvement, until it shall impart to every child in the Land that learning of which Cicero so eloquently says,—"It affords nourishment in youth, and delight in old age. It is an ornament in prosperity, and a solace in adversity. It pleases at home, and does not encumber abroad. A constant companion by night and day, it attends us in our pastimes, and forsakes us not in our labours."

Toronto, 19th April, 1858. Egerton Ryerson.

CHAPTER XXIX.

THE BOOKSELLERS AND THE EDUCATIONAL DEPOSITORY, 1858.

Early in the year 1858, the Bookselling Firms in various parts of Upper Canada agreed together to petition the Legislature to cause an "inquiry to be made into the operations of the Educational Depository, Toronto, in all its Branches." Their Petition further states, "that their lawful trade was seriously injured" by the operations of this Depository. These Petitions were presented to both Houses of the Legislature by about fifty Bookselling Firms. The following is a record of the presentation of these Petitions to the House of Assembly:

April 26th, 1858. The following Petitions were brought up and laid upon the Table:

By the Honourable George Brown, The Petition of Messieurs Thompson and Company and others, Booksellers of Canada; the Petition of P. C. Allan and others, Booksellers; the Petition of James C. Annesley and others, Booksellers; the Petition of William Warwick and others, Booksellers; the Petition of Henry Allan and others, Booksellers; the Petition of D. Howell and others, Booksellers; the Petition of Thomas W. Robinson and others, Booksellers; the Petition of Messieurs R. and H. O'Hara and others, Booksellers; the Petition of Messieurs R. and W. Read and others, Booksellers; the Petition of John McMullen and others, Booksellers; the Petition of Messieurs Holt and Angell and others, Booksellers; all of Canada.

Having presented and read one of these Petitions to the House, Mr. Brown said, "that he was quite prepared to admit that Doctor Ryerson, in the course he had pursued, had conferred a great benefit on the Province. At the same time, the system referred to was an anomaly, and undoubtedly interfered with the rights of the Booksellers; he thought the least the House could do was to grant an enquiry, and let both sides be heard. It was at all events worthy of consideration whether what was complained of could not be confined within certain limits."

April 28th, 1858. Pursuant to the Order of the Day, the following Petitions were read:—(1), Of Messieurs Thompson and Company and others of Toronto; (2), of Mr. P. C. Allan and others; (3), of Mr. James C. Annesley and others; (4), of Mr. William Warwick and others; (5), of Mr. Henry Allan and others; (6), of Mr. D. Howell and others; (7), of Mr. Thomas W. Robinson and others; (8), of Messieurs R. and H. O'Hara and others; (9), of Messieurs R. and W. Read and others; (10), of Mr. John McMullen and others; (11), and of Messieurs Holt and Angell, and others, all Booksellers of Canada, praying that an enquiry may be made into the operations of the Educational Depository, Toronto, in all of its Branches.

May 12th, 1858. Ordered, That the Petition of Messieurs Thompson and Company, and others, of Toronto, praying for an inquiry into the Upper Canada Educational Depository, (as recommended in the Seventh Report of the Standing Committee on Printing,) be printed for the use of the Members of this House.

The following Petition was brought up and laid upon the Table:

By The Honourable Oliver Mowat: The Petition of Michael Brown and others, Booksellers of Brantford.

May 14th, 1858. Pursuant to the Order of the Day the following Petition was read: Of Michael Brown and others, Booksellers, of Brantford; praying that an inquiry may be made into the operations of the Educational Depository, of Upper Canada in all of its Branches.

May 17th, 1858. The following Petition was laid on the Table:

By Mr. David Christie: The Petition of James Campbell and others, Booksellers and Publishers of the City of Toronto.

May 19th, 1858. Pursuant to the Order of the Day, the following Petition was read:—Of Mr. James Campbell and others, Booksellers and Publishers of the City of Toronto, representing that much advantage to the Public is derived from the Educational Depository of Doctor Ryerson, Chief Superintendent of Education in Upper Canada, and praying that no change may be made in regard to the same, until the correctness of the complaints contained in the various Petitions against it shall have been inquired into.

Resolved, That the Petition of Messieurs Thompson and Company, and others, Booksellers, of Canada, praying that the Educational Depository, in all of its Branches, be inquired into, be referred to a Select Committee, composed of Mr. George Brown, Mr. Oliver Mowat, Mr. John Simpson, Mr. John Cameron, Mr. Robert Bell, Mr. George Benjamin, and Mr. Christopher Dunkin, to examine the contents thereof, and to inquire as to the propriety of the continuance of the traffic in Books carried on by the Upper Canada Education Department; to report thereon with all convenient speed, with power to send for Persons, Papers, and Records.

Ordered, That all Petitions relating to the traffic in Books carried on by the Upper Canada Educational Department, be referred to the said Committee.*

The following is a copy of this Booksellers' Petition:—

To the Honourable the Legislative Assembly of the Province of Canada, in Provincial Parliament assembled:

The Petition of the undersigned Booksellers of the Province of Canada,

Humbly Sheweth,—

1. That their lawful Trade is seriously injured by the interference of your Chief Superintendent of Education with many of its principal Branches, through his manner of working the Educational Depository attached to his Department by the law, and that the injury threatens to increase indefinitely in the future.

2. That the said Chief Superintendent does not confine himself even to the sales sanctioned by law, but seeks, on his own authority, to engross the supply of all Libraries, of whatever kind, in the Province; and also of the School Book Trade generally, for Private as well as Public Schools, having no power by Statute to do so.

3. That there exists in no other Country such a monopoly,† nor are there such fetters set on any other Trade in this Province.

4. That our Trade throughout the Province is perfectly competent to supply the public wants in our department of commerce, and that, therefore, the Depository is a useless burden on the public purse,‡ besides being confessedly a violation of the fundamental principles of political economy and of the social compact.

5. That the growth of the Book Trade is of vital importance to the development of any people; and that, therefore, whatever unjustly, or unnecessarily, depresses and cramps it, is an injury to the State at once in its intellect and heart.

6. That while the Chief Superintendent professes to furnish Libraries at a great saving to the public, they are not sold lower than your petitioners continually supply

* There is no record in the Journals of the House of Assembly to show that this Committee ever made a Report to the House on the subject of the Booksellers' complaint.

†The Petitioners seem to have overlooked the fact that this so-called "monopoly" existed in England, under the authority of the Privy Council Committee on Education, and that, in the preceding year, (1857,) the Secretaries of the Commissions of National Schools in Ireland had issued a Circular, stating that the Commissioner had just then established a Depository in Dublin for the sale of School Requisites. See page 294 of this Volume.

‡By reference to the particulars of the operations of the Depository during the many years of its existence (from 1850 to 1877), it will be seen that, after paying all the expenses of its maintenance, including salaries, etcetera, it made a clear profit in favour of the Province of over Seventy thousand dollars ($71.054). See pages 103 and especially page 193 of the Tenth Volume of this Documentary History.

wholesale orders, though they live by the profits, and have to pay rents, salaries and taxes; while the Chief Superintendent has no profit to make and no burdens to bear.*

7. That on these grounds, among others, affecting at once the economical use of the public money, the literary progress of Canada, and the great rights of commerce, your Petitioners would humbly pray that it may seem good to your Honourable House to cause an inquiry to be made into the scheme and operations of the said Educational Depository in all its branches.

And your petitioners, as in duty bound, will ever pray.

Thompson and Company, Andrew H. Armour and Company, John C. Geikie, Magnus Shewan, Eastwood, Woodall and Company, James Bain, Henry Rowsell, T. Maclear, Charles Fletcher, Patrick Boyle, Wyman and Company, Wm. G. F. Smart, A. W. Bostwick, John Edward, Toronto; W. Warwick, J. W. Sherwood, Woodstock; Thomas Pritchard, Norwich; J. McMullen, Henderson and Wylie, Brockville; R. and W. Reid, Taylor and Wilson, James Gillean, London; John Duff, John Creighton, T. W. Robinson, Kingston; D. Howell, J. Chapman, W. March, D. Hume, Galt; James C. Ansley, Morice Hay, Port Hope; Henry Allan, James Pringle, Cobourg; P. C. Allan, Guelph; R. and H. O'Hara, J. and M. Climie, G. Stoughton, J. Strachan, Bowmanville; Holt and Angell, J. and S. Kneeshaw and Company, Richard R. Donnelly, D. McLellan, Gentry and Brown, Gillespie and Robertson, George Barnes and Company, James Buntin and Company, Hamilton; Michael Brown, Thomas Evans, Andrew Hudson, Brantford.

REMARKS ON THE FOREGOING PETITION, BY THE CHIEF SUPERINTENDENT OF EDUCATION.

After the Secretary of a Toronto Bookseller's Association, has canvassed Upper Canada, it appears that the names of Forty-eight Booksellers, Stationers and Newspapers Vendors, (for such appear in the above list), out of the names of some three, or four, times as many persons engaged in the same branches of business in Upper Canada, have been induced to sign a Petition, the truth of the statements in which most of the Signers could know nothing, and which statements are contradicted by another Memorial, signed by some of the largest Booksellers in Toronto,† who are equally alive to their own rights and just interests as the Signers of the above Petition; but who have also regard to interests beyond their own. But, I will notice the statements of this Petition in the order of the paragraphs, which I have numbered for reference.

1. How far there is any truth in the First paragraph of the Petition, the pages of Part III in my Special Report (on pages 288-293 herewith) will show.

2. The different statements in the Second paragraph may be noticed separately. It is alleged that I "seek to engross the supply of all Libraries, of whatever kind, in the Province." This is not true. I have declined supplying private Libraries, as well as private individuals, with Books. To no other Libraries whatever, except those of the Municipalities and School Sections, have I made any apportionment of the Legislative Library appropriation; but I have supplied Library Books to those Institutions which are aided by Parliamentary Grants, such as Mechanics' Institutes; but to these I have made no apportionment. I have simply allowed them, on their own application, to get Books for their Libraries from the Depository of the Public School Department, because Parliament has recognized them as Public Institutions, by granting them aid out of the Public Revenue to procure Books. It remains to be seen whether Mechanics' Institutes have not a right to procure Books for their Libraries at a Public Department with public money, or whether I would be justified in refusing them that privilege, and subject them to individual speculation in the expenditure of money granted by Parliament.

*Again the Petitioners overlooked the fact that the Depository was no burthen on the public, as it paid all of its own expenses of salaries and management, and, at the end, showed that it had made a clear profit for the Province of over Seventy thousand Dollars. See page 308.

†A copy of this Petition will be inserted subsequently.

But if the Managers of these valuable Institutes, which have become a part and parcel of the Public Institutions of the Country, could obtain the Books they desire of these complaining Booksellers, at the low prices alleged in the Petition, would they have come for that purpose to the Department of Public Instruction, which makes no appropriation, or abatement, of prices to "engross" the supply of their Libraries?* The Petitioners assert also that I seek to "engross the School Book Trade generally, for Private as well as Public Schools." Now, the preceding pages of my Special Report will shew, that instead of there being any truth in this statement of the Petitioners, I have decided to have nothing to do with the "School Book Trade generally," but have procured for private Canadian Publishers the privilege of reprinting the Books recommended for the Schools generally, have encouraged them to provide these Books for the Schools,—which is done by them throughout the length and breadth of the Land. What is not a little remarkable is to see attached to this Petition the names of firms, in which large sums have been annually realized from the printing and sale of Books for the "School Book Trade generally," the right to print which I had procured for them, and the standard copies after which to print I had furnished to them! The extent of my seeking to "engross the School Book Trade generally, has been, in addition to aiding and encouraging the reprint and sale by Canadian Publishers and Booksellers of the National series of Text-books, to secure School Trustees and Parents of pupils against reprints of an inferior quality and at exorbitant prices; and this I did by publishing the prices at which, and the means by which, the original Editions of the Irish National Books could be imported from Dublin. The effect of such Notices and publication was, to secure good reprints of the National Books and at moderate prices. A specimen of the inferior quality and errors of School Books, which some of the Signers of this Petition used to sell "to the School Book Trade generally" and to parents of School children in particular, and the high prices at which they sold them, in comparison of the quality and correctness and prices of the same Books published and sold by these same firms now-a-days, would be ample to explain the cause of their zeal in getting up this Petition, and in soliciting others to sign it, while it would show some of the advantages which the Country at large has derived from proceedings on my part, for which I am now assailed in this Petition. As to my having sought to "engross the supply of Private Schools with books," it is also a mistake, although I have allowed the Heads of Private Ladies' Schools to procure, at full prices, Maps, Globes and Apparatus for their Schools, and that for the reasons that such Schools had not been provided for in the School Law, although of the greatest importance to the community,—that such articles could not be procured elsewhere, and that they were designed for whole classes at School, and not for the mere benefit of individuals. But I do not permit pupils of either Private, or Public, Schools, or Colleges, to procure Text-books at the Public Depository, except under the written declaration that they cannot obtain them in the city. In regard to the Grammar Schools of the Country, the necessity of being able to suppply the Text-books recommended to be used in them, and required by the Regulations, was even stronger than that for being able to supply copies of the Dublin Editions of the National School Books on their first recommendation for use in the Common Schools; but the sales of the Education Department of that class of these Books, from which certain Signers of this Petition have stated in the Newspapers to be the principle source of their profit, as stated in a note on the 296th page of the preceding Special Report, amounted for the year 1857 to the sum of £197 19s. 3d,—a fact sufficiently illustrative itself of the truth and reason of the statemnts and complaints of these parties.

3. The third paragraph of the Petition is amply refuted by what has been shown in the preceding Special Report, page 294 to have been done, and to be still doing, in Great Britain and Ireland, and in several of the neighboring States.

*A list of the Mechanics' Institutes supplied with books from the Public Library Depository will be found in another part of this Volume.

4 and 5. The preceding Special Report, pages 285-287, shows how far, and, in what manner, the public wants of Municipalities and School Sections in regard to Libraries are supplied by the ordinary Book trade in the State of New York, as also how such wants would have been, or would be, supplied in Upper Canada without the Department of Public Instruction; and likewise to how great and unprecedented an extent the Book Trade has been developed since the operation, if not largely through the instrumentality, of the Education Department.

On the important questions of "political economy and the social compact," I may remark that in Great Britain, and in several of the American States, where Government has gone further to supply Public Libraries than in Upper Canada, "the fundamental principles of political economy and of the social compact" are quite as well understood as among the Newspaper Vendors, Stationers, and Booksellers whose names are attached to this Petition. It is probably the first time in Canada, or in any other Country, that forty eight men, professedly learned in the science of government and the rights of man, discovered "the fundamental principles of political economy and of the social compact," which deny to a Public School Corporation, or Municipality, or Government itself, the right to buy a Book except from a private Bookseller, and that at his price and convenience! According to this new article of the "social compact" and this new doctrine of "political economy," the Bookseller is supreme, and the body politic—whether of a School Section, or a Township, or a Town, or a City, or a Country—is his humble servant! To others than these forty-eight Petitioners it might seem an essential principle of the "social compact" that Government exists to promote the interests and happiness of the greatest number and not merely that of a Bookseller at the expense of the community; and that it is a sound principle of "political economy" that School Corporations and Municipalities, any more than private individuals, should not pay two dollars to one man for a Book when they can get it at a dollar and a half from another man; that they should provide the instruments of instruction and of intellectual improvement for their constituencies in the cheapest and best manner possible, and that Government should enable them to do so. This is the whole theory of the Library and School-Map and Apparatus Depository in connexion with the Department of Public Instruction for Upper Canada.

6. In the Sixth paragraph of the Petition it is said,

"That while the Chief Superintendent professes to furnish Libraries at a great saving to the public, they are not sold lower than your petitioners continually supply similar wholesale orders."*

This statement, although without proof, does not admit of so easy a refutation as some others contained in the Petition, because none of the Petitioners has a fourth of the Books recommended and provided for Public Libraries, others of them have few, or none, of these Books, and and not one of them furnishes the public with a printed Catalogue of his Books with their "wholesale" prices; whereas the Educational Department has given the utmost publicity to the prices, as well as the titles of the Public Library Books. But I have to offer the following remarks, in reply to this Statement.

7. The same number of *The Globe* Newspaper, which publishes this Petition, contains Book Advertisements from two of the Signers of the Petition and the sole getters up of it, and those advertisements give the titles and their prices of several Books contained in the Public Library Catalogue. One Book advertised by them at $3.50 per copy, is furnished to the School and Municipal Corporations for a Public Library at $2.90 per copy, and another edition of the same work at Two dollars per copy. A series of Books

* Library Books were supplied from the Depository at twenty cents for the shilling sterling rate. Thus, a Book sold in England at five shillings is supplied from the Depository at one dollar. The great objection to the Depository has been, that no Bookseller can compete with it in the matter of prices, which, as they allege, can only be done, because the Government defray all the expenses of the Depository. This was not the case, as can be seen by referring to the Report of the Financial Expert, whom the Honourable Adam Crooks employed to report upon the twenty-three years' operations of the Depository, quoted on pages 308, 309 of this Volume. For the Report of this Expert, see page 193 of the Tenth Volume of this Documentary History. See also page 105 of the same Volume.

advertised by them at $1 per Volume, is furnished by the Education Department for Public Libraries at 70 cts. per Volume; and another series, advertised at $1.50 per Volume, is furnished for Public Libraries at $1 per volume. Such Booksellers may very well seek to abolish the Public Library Depository! They may now and then sell an auction-bought, or trade-sale, Book at a very low price; or, to attract business, or to answer a particular purpose, they may offer certain well-known Books at very low prices; but their own printed advertisements, (as they publish no Catalogues), are the only sure, although, of course, for them, the most favourable rule of judging as to the truth of this statement of their own Petition; for it may fairly be presumed that the Books, the prices of which they do not publish, are not lower,—more probably higher,—than those which they do publish. It will not be pretended that Books are sold cheaper in the interior Towns of Canada than at Toronto, nor that the Authors of this Petition will reduce the prices of their Books one third when selling fifty, twenty, or ten pounds' worth for a Library, and pack the books, furnish the paper to cover them, and Library labels, etcetera, and deliver them at the Railway Station free of charge, as does the Education Department, and that to the poorest and most remote School Section which sends Five dollars, upon the same terms, and in the same manner, as to the Municipality sending Five hundred dollars.

8. My second remark is, that a comparison of Catalogues will show that the Books are supplied by the Education Department for Public Libraries in Upper Canada at considerably lower prices than they are sold to the public where they are published, either in Europe, or America.

9. As stated on the 291st page of the preceding Special Report, the prices at which the Superintendent of Public Instruction in the State of Indiana reports his having bought at New York at one time Books to the value of upwards of $150,000 for 690 Township Libraries in that State—each Library consisting of 321 Volumes, and of the same Books; so that there were purchased 690 copies of each Book. The bill of one Bookseller amounted to $115,986.53. Books purchased in such quantities each, and to such an amount at one time, should be procured at very low prices. Yet the prices at which these Books are reported to have been purchased by wholesale in New York, are, on the average, higher than the Catalogue prices, at which the same Books are supplied, in the smallest quantities, by the Education Department to the most remote School Sections in Upper Canada.

10. My fourth remark is, that I have no other interest, or wish, different from that of the School and Municpal Corporations which procure the Libraries; I cannot derive any personal advantage from the dearness, or cheapness, of the Books; my only interest, as well as my ambition, is to procure for the Public Libraries a variety of the best Books at the lowest prices possible. But I may add, that although the cheapness of Books for the Public Libraries is an important consideration, it is still more important to provide for the careful selection of good Books, and to provide against the imposition upon local School Sections of pernicious or worthless Books.* This cannot be done without an Official selection of Books, the publication of an Official Catalogue of them, provisions for supplying them, and for preventing the expenditure of the public money for the purchase of other than the Books included in the Catalogue. In the State of New York, where a selection of Library Books was recommended by State authority, but no similar State provision was made to give effect to that recommendation, the public money has been largely diverted and misapplied, as stated by the State Superintendent in his last Annual Report, quoted on the 292nd page of the preceding Special Report, and the Library System there has proportionably declined and fallen into disrepute. I have been informed by a Person of much practical knowledge of the Book Trade in the State of New York, that it is quite a business there with many Booksellers to rid themselves of their unsaleable Books by getting them bought up for the School

*See the Notes on this subject on pages 292, 293 of this Volume.

Libraries. This they do through their Agents in different ways. Sometimes they impose upon School Trustees who have not the information, or the means of informing themselves as to the nature and real value of such Books. At other times, copies of certain Books are presented to the Agent of the Trustees, or to individual Trustees themselves, on the condition of, and as an inducement to, their purchasing the Books offered for their School District Library,—the same as the Annual School Reports show how the Agents of School Book Publishers get their Books adopted and introduced into Schools by presenting some of them to the Teacher, or Principal, or allowing him a certain percentage on the amount of their Books sold for the use of the School. It is wonderful to what an extent this system of Bookselling is carried on in the neighboring States; and it would probably aid some of the Toronto and other Signers of this Petition to reduce, if not "clear off" the "dead stock" of their School, and other, Books at the expense of School Sections and Municipalities, did corresponding facilities for doing so exist in Upper Canada, as in the State of New York. Hence their attacks upon the Education Department for the protection, as well as assistance, it affords to Municipalities and School Sections against such a system of imposition and extortion.

11. But, while I feel it my duty thus to expose the statements and objects of this Petition, I entirely agree in its prayer, that the Legislative Assembly would "cause an enquiry to be made into the scheme and operations of the Educational Depository in all its Branches,"—desirous as I am to remedy any defects, and to make any improvements which may be discovered, or suggested, by the most careful investigation of disinterested parties,—convinced, as I am, that I have been too reluctant, rather than too willing, to meet cases of Private Schools in regard to certain articles which never have been, and never would be, otherwise accessible to them; and satisfied as I am, from the experiments and examples of other Educating States and Countries, as well as from the nature of the work, either that nothing at all should be done by Government in reference to the introduction into the Schools and Municipalities of School Maps, Apparatus, and Libraries, or that provision must be made to supply them similar to, or in advance of, that which has been established by the Education Department of Upper Canada.

Toronto, April, 1858. Egerton Ryerson.

CORRESPONDENCE WITH THE BOOKSELLERS ASSOCIATION OF CANADA.

I. Letter from the Secretary of the Booksellers Association.

1. The Booksellers Association of Canada, beg to call your attention to two points, in connection with the Educational Depository, which they would respectfully submit to your consideration.

2. They have learned with regret, that it is the practice to supply single copies of Books, etcetera, at reduced prices, to any one in attendance at any School, or other place of instruction, on his signing a paper; and further, that it is also the practice to supply Private Schools on the same terms with what they want.

3. They would, with deference, hope that to bring these things before you will be to secure their being discontinued. The Association would submit that the saving on the purchase of the few Books needed by the individual Scholar, or Student, in a year, (especially when the reduction made by the Trade to such parties is considered,) can amount to very little in each case, and can thus be of no material aid to any one, while, in many instances, the Buyer cannot be supposed to need help. They would moreover submit, that the supply of College and School Books is, in all Countries, one of the main branches of Bookselling, and that thus the competition of the Depository,

in the way objected to, tends directly and seriously to the injury of private interests, and that too without the only defence of an imperative public necessity.

4. With regard to the supply of Private Schools, the Booksellers Association would submit, that, as such Institutions are purely commercial speculations, like any other investment of capital and labour, they cannot think that the individual Teacher should be benefited at the expense of the individual Bookseller, as the Teacher sells his labour and capital at their market value, they submit that those who have to buy from him should have the same terms for the labour and capital he requires from them. To build up one man from the Public Funds, at the direct expense of another, is a thing repudiated by our system of government and carries unfairness on its face.

5. The Association in bringing these matters before you do not fail to acknowledge, with all cheerfulness, their belief in the singleness and generosity of your aims in all the details of your System. They do not doubt that your only thought has been the greatest good of the Province, so far as compatible with justice and honour, and the belief of this makes them confident that you will give a frank and generous consideration to their present animadversions. They trust that you will see the fairness and moderation of their wish and do away with the objectionable rules.

Toronto, December 1st, 1857. John C. Geikie, Secretary.

2. Reply to the Foregoing Letter by the Chief Superintendent of Education.

1. I have the honour to acknowledge the recipt of your Letter of the 1st instant, and to state in reply, that much inconvenience has been experienced in supplying individual Students and Pupils of the Public Institutions with Text Books, Atlasses, etcetera. At first I refused to do so, but after repeated applications and assurances that the Books, or Atlasses, required could not be obtained anywhere else, I consented to supply them at the ordinary prices at which all such Publications are furnished by this Department.

2. Some months since the Inspector General wrote to me, and afterwards came with his son, for Books used in Upper Canada College, which he had sought for in vain in the City. Seeing that there was no certain supply of the works used in the Schools, I yielded to the representations and applications made, so far as to supply Pupils with Text Books, with which they were required to provide themselves, on their signing the declaration to which you refer. The very fact of requiring such a declaration in writing, shows the precaution, and, at the same time, the pains taken, to meet such cases. I am as anxious to avoid them as any one can be,—as they cause so much inconvenience; and I have determined not to meet them, except in cases where the Books, etcetera, cannot be obtained elsewhere.

2. In regard to supplying Public Schools with Apparatus, Maps, etcetera, I think that it is the duty of the Government, if it aids Schools, or Colleges, at all, to do all it can to render them efficient. The objection is just as valid that Public Schools interfere with the interests of private Teachers as that providing Public Schools with Apparatus, Books, etcetera, interferes with the interests of private Booksellers. If Government is not to do anything towards providing Public Schools, and all Public Seminaries of Learning with all the instrumentalities requisite for their efficiency, because of its alleged interference with the interests of private Booksellers, it ought not to aid, or endow, Public Schools at all, because of its alleged interference with the interests of private Teachers. In all such cases the public good is to be preferred to individual interest. This principle is acted upon by Government in England and Ireland, in regard to all the Schools aided out of the Public Revenues. In nearly every City and Town in the neighbouring States, (and some in Canada,) each Board of Education has its own School Apparatus and Book Depository, (furnished from abroad and at home, at its pleasure,) from which it not only supplies its Schools, but the individual Pupils, who are

not left to go to individual Booksellers to purchase the Books recommended by the Public School Authorities, but can procure them at reduced prices at the Trustee Boards Public School Depots, or Depositories.

3. The same principle is acted upon in regard to the Public School Libraries.

4. In respect to Private Schools, almost the only Schools of that kind are Schools for the education of young ladies,—a class of Schools essential to the education of the Country, for the establishment of which no effectual provision is made in the System of Public Instruction, but which have strong claims to public aid, according to the number of pupils taught in them. Although Founders of these young ladies Schools may do so from speculation, the same as may be said of many Professors and Teachers of Public Schools, yet they are great public benefactors, and ought, I think, to receive every encouragement that Government can give them to facilitate their operations and increase their usefulness. On these grounds, I have felt no hesitation in granting to Founders of Private Schools the same facilities for procuring School Apparatus, Maps, etcetera, as I have Mechanic Institutes to procure Books for Libraries; although I could make no apportionment to them.

5. I gratefully appreciate the kindly feeling expressed in the latter part of your Letter. I have no other object in view than the diffusion of education and knowledge to the widest extent possible in Upper Canada; I am anxious to relieve my already overburthened Department as much as possible, consistent with that great object. But the various articles of School Apparatus, most of the Maps, Text Books, and Public Library Books, were unknown in the Country when I introduced them, much less were there facilities for procuring and transmitting them to various parts of the Country. Having thus created and established the whole System, and that, after having submitted it to the Government, and held Public Meetings on the subject in every County in Upper Canada, I should be unfaithful to the Country now to think of abandoning it,—crowned, as it has been, with unparalleled success, as well as stamped with all but universal approbation.

TORONTO, 29th December, 1857. EGERTON RYERSON.

3. REPLY OF THE CHIEF SUPERINTENDENT TO ATTACKS UPON HIMSELF.

Soon after this correspondence took place, the Booksellers in various parts of the Province,— to the number of about Fifty,—agreed together to petition the Legislature against the Educational Depository. That Petition and the reply to it will be found on pages 308-313 of this Chapter.) A Toronto Paper, (the *British Colonist*,) took up the case of the Booksellers, and practically became their organ. In reply to personal attacks on the Chief Superintendent of Education, he wrote the following reply to that Paper.*

In the British Colonist of this day I observe an Editorial attack upon myself personally, and upon the measures which I have adopted, with the sanction and aid of the Government and Legislature, to supply the Municipalities and Schools in Upper Canada with Libraries, Maps, Apparatus, etcetera. . . .

In your Editorial you say,

"The Trade must be a very lucrative one for Doctor Ryerson; and we should say unhesitatingly that such a nice operation is very rarely to be met with. Really we believe that a very few years of the Monopoly will make the School Superintendent the richest man in the West."

* I insert these semi-official Letters, because they contain a number of facts and statements not referred to in the Special Report of the Chief Superintendent of Education, or in his remarks upon the subject of the Depository in the former parts of this Chapter. I have however endeavoured to shorten this discussion by omitting from these Letters to the *British Colonist* all extraneous matter, and by condensing some of the paragraphs of the Letters.

2. It must be a weak and a bad cause that commences its career by a false statement and false accusations. I affirm that there is not a shadow of truth in your statement and insinuation!

3. I derive not one six pence advantage from what you incorrectly state to be a "monopoly:" every farthing received for any Book, or article, in the Depository is accounted for by the Clerk having charge of it, and according to a system of checks which effectually prevents error, or embezzlement; and even the private subscriptions to the *Journal of Education* are accounted for to the Government. At whatever prices, therefore, any article, or Book, in any Branch of the Depository, is provided, the amount received is placed to the credit of that part of the School Fund, and the public have the benefit of it. . . .

4. Then, you dwell upon the evil of this Department supplying Books to the Common Schools and say "All we see is, that the parents of children at Common Schools are saved one, or two, shillings a year." "A shilling or two a year" to each Parent in Upper Canada for each child at the Common School, is not a matter to be despised, much less should it furnish a ground of attack upon me.

5. But, as it happens, I am not entitled to either the credit, or the blame, involved in your statements on this point, . . . as I do not supply Text Books to a single Common School in Upper Canada, (except a few copies of the Dublin Edition, when applied for, in two or three instances), but leave it wholly to the Booksellers to do so.

6. I have the satisfaction of knowing that I have done something to reduce the price of School Books in Upper Canada, as well as to improve their quality and character. . . . . When I commenced there were in Upper Canada few other than a motley variety of American, or other, School Books of an inferior character and at higher prices than at present. I sought to supersede these Books, not by monopoly, or by the exercise of arbitrary power, but by recommending a better and uniform series of Text Books, and providing facilities to procure them at more moderate prices.*

I did this in two ways: *First* by arranging to procure them from the Irish National Board in Dublin at cost prices; *Secondly* by obtaining permission to reprint them in Upper Canada. But how did I use that permission? . . . I recommended that this right, which was accorded me by the Irish National Board, should be given to every Printer and Publisher in Upper Canada, who should apply for it,—supplying also to each Publisher, so applying, copies of the Original Editions, with the single intimation that, for the protection of the public against high prices and inferior execution of a Canadian Edition, I should keep a supply of the orginal Dublin Edition on hand, with which, in price, and in quality, the Canadian edition must favourably compare, in order to find sale. . . . There are now four Canadian Editions of these excellent School Books, all fac-similes of the Dublin Edition. . . . Thus have our Schools been entirely purged of a miscellaneous mass of worthless, and, in many instances, injurious Text Books, and a uniform series of excellent Books of Canadian manufacture, and at reduced prices, has been introduced in their place. . . . . I applied to the Dublin Board of Commissioners to purchase, at my own expense twenty-five sets of their Books, so that I might present a set of them to each County and City Council in Upper Canada, in order that the local Representatives of the people might examine and judge for themselves the character and prices of the newly recommended School Books. The Irish Commissioners generously declined accepting anything from me for the Books, but made me the handsome present of twenty-five sets of them, one set of which I had the pleasure, in a Provincial Tour, to present to each of the County and City Councils in Upper Canada. . . . But, Sir, you are as much at variance with truth in your references to England, as in your statements in regard to Canada. You say:

*See Chapter XII. of the Sixth Volume of this Documentary History on the School Text Book Question and its Settlement, page 273 of that Volume.

"In England there is simply a Fund to supply extremely poor Schools with elementary Books; and these Schools must ask help. The Books are then given for the School as fixtures there, and not for the Scholars. But the Canadian Establishment, with its four hundred pages of Catalogue, supplies Philosophical Instruments and Maps and Charts and heaven knows what to Schools, where elementary education is only taught. We do not object to this as a supply. But we ask that those who ought to furnish them should do so."

7. Even, in so simple a matter as this, you must misrepresent me, by stating that "Philosophical Instruments" are provided for Schools where elementary education is only taught," when you might know, and ought to know, that such Instruments are provided for the Grammar Schools for teaching subjects required by the Grammar School Act itself to be taught, as also in the higher classes of the Common Schools in Cities, Towns and in several Villages. And in reference to England, you state what you do not know, or what you must know to be incorrect. Any one who seeks to inform himself might know, that the English Privy Council Committee on Education grants not a farthing to poor schools, but aids all Schools established according to the Government Regulations upon precisely the same terms as those on which Common Schools are aided in Upper Canada. If poor schools are aided it is through the local Associations and Managers, who furnish a moiety of means, as do the local School Trustees in Upper Canada. The money must accompany every application there for Books, (including Books for Libraries), Maps, etcetera, which are supplied at an average of forty-three per cent. less than the retail prices to the public.

8. Then as to furnishing the Schools with Maps, Apparatus, etcetera, a Circular was recently issued by the Board of National Education in Ireland informing the Public that they had recently opened a Depository in Dublin,* which will show that if I have been prior in point of time, if I am behind, in respect to the variety of articles furnished from their Depository by the Irish National Commissoners.

9. This Circular of the Irish Commissioners of Education was issued since the thorough discussion in England of the whole question, of Government supplying schools aided by Parliament with Books, Maps, etcetera. And while the National Board of Education in Ireland, and the Educational Committee of a Privy Council in England, aid the Elementary Schools with Books, Maps, etcetera, upon the same terms that Public Schools are aided in Upper Canada, the Government Department of Science and Art provide Schools of Art and Science with every description of Philosophical Instrument, Apparatus, Models, etcetera, required by them, upon the same terms as those on which they are provided by this Department. . . .

10. I have made considerable progress in getting Globes, Maps, Apparatus, and even Philosophical Instruments manufactured in Upper Canada, and suggesting to the Manufacturers, (in addition to executing the orders of this Department,) to keep a supply of these articles on hand to meet those very wants which you say are not now supplied.

11. It is also worthy of remark that not many of the Books in the Catalogue, and scarcely any of the Maps and School Apparatus, were even known in Upper Canada until I introduced them, and evinced the practicability of supplying them to the remotest Townships upon lower terms that they are retailed to the public in England, Scotland and the United States, where they were manufactured, or published.

12. In conclusion I may remark that I entirely agree with you as to the desirableness of a Parliamentary Inquiry, which I have repeatedly requested in my Reports and otherwise, during the last three years, as the most effectual means of protecting me against such rash attacks as you have made, and of making the public fully acquainted with, and enabling them better to appreciate the system which has been adopted, and

*For a copy of this Circular see page 294 of this Volume.

the facilities provided, for improving the Public Schools, diffusing useful knowledge and encouraging and developing Canadian enterprise.*

TORONTO, 19th of March, 1858. EGERTON RYERSON.

SECOND LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE BRITISH COLONIST.

The Editorial in the British Colonist of the 22nd of March, 1858, was practically a reiteration, in a modified form, of objections to the operations of the Educational Depository. The only portion of Doctor Ryerson's reply, which it is necessary to insert here is that which contains his refutation of the Editor's statement:—

"That the Government has never sanctioned the measure which [had been] adopted for supplying the School Authorities with Maps and Apparatus"—but only with "Section Libraries."

In reply, Doctor Ryerson asks,—

"Whether it is not as absurd to imagine, much less to assert, . . . or suppose, that I could adopt such an arrangement to provide, and fit up accommodations for it, apply to the Government, and the Government provide means and Clerks for its accomplishment, and I report its operations from time to time, to the Government, and present the proper Quarterly Accounts of it in detail, with the proper Vouchers, to the Provincial Audit Officer of the Government, and yet to have founded this system of operations, and to have carried it on, from year to year, without any sanction of Government! I have only to refer you for information, (as you seem to be so entirely uninformed on the subject,) as to the authority under which I have commenced this system, not only to the successive School Acts which have been passed since 1850, but to official Correspondence and Documents contained in a "Return to an Address of the Legislative Assembly," (moved by Mr. W. L. Mackenzie), showing in detail what Books, Maps and Other Articles for Schools, or Teachers, have been purchased, or sold, by the Chief Superintendent of Education West," and printed in 1853 by order of the Legislative Assembly.

Then you say, (in reply to my denial of your statement,) that Poor Schools alone in England received assistance from the Educational Depot "there is just a grain of truth. —enough to serve a disingenuous man's purpose," in your reply. I here quote the whole of your statement as follows:

"Outer Schools, we admit, besides what may be termed "Poor Schools," may apply for books at reduced prices. But the conditions attached to a successful claim for assistance are such as make it all but morally certain,— first that the benefit is intended for the poorer classes of scholars alone; and next,— that only such a class would practically avail themselves of it. What is the law laid down by the Committee of Council on Education in England? That the name of the School supplied with Books at the public cost, shall be written in full on the Title-page of every Book, and that these Books, instead of being the property of the pupils, shall be part of the furniture of the School. Is there anything analagous to this, as regards ordinary Class Books in Canada?"

*It was not until 1869 that a Parliamentary Committee was appointed to inquire into the operations of the Education Department, including the Depository Branch. The following are extracts from the Report of that Committee:

Your Committee find that the system adopted by the Department is of so thorough and complete a character, that no funds can, by any possibility, be received without being checked by proper officers, whose several duties require them to make entries in various Books, through which every item can readily be traced. . . .

Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are satisfactory, and well fitted for securing the same on the most favourable terms. The mode of disposing of the Books is equally satisfactory. . . .

Your Committee have great pleasure in reporting, that the internal management of the Educational Department is most satisfactory. . . .

TORONTO, January, 1869. JOHN MCMURRICH, Chairman of the Sub-Committee.

In reply, I have to say, that I have shown that this Department does not furnish "Class-books" at all for the Schools in Canada, and, therefore, your argument on this point does not contain so much as "one grain of truth," however "disingenuous" it may be, after my previous statement and explanation on the subject.

The only "Class-books" furnished by me are certain Text-books for the Grammar Schools, recommended to be introduced by the Council of Public Instruction, and they are not provided at the "public cost," but are sold at the full Catalogue prices, without any appropriation whatever. The only Books and Publications, for which appropriations of one-half their value are made, are Books for Libraries, and Maps, Globes and Apparatus, and these are supplied upon the very condition, and under the very Regulations, according to which the Education Committee of Council in England supply them, as we require a declaration to be signed, according to a printed form prepared for the Trustees, that these articles are designed for the Schools, etcetera.

Toronto, 22nd of March, 1858. Egerton Ryerson

CHAPTER XXX.

AUDI ALTERAM PARTEM: TESTIMONY IN FAVOUR OF THE EDUCATIONAL DEPOSITORY.

A counter Petition to that of the Booksellers in various parts of the Province was presented to the House of Assembly and Legislative Council in May, 1858, as noted on pages 234 and 241 of this Volume. See also page 296 herewith. That Petition was as follows:—

To the Honourable the Legislative Assembly of Canada, in Provincial Parliament assembled.

Humbly Sheweth:—

1. That your Memorialists, the Undersigned, wholesale and retail Booksellers, and Publishers in Toronto, are deeply interested in the welfare of the Bookselling Trade of Canada, and in all Institutions which tend to give a proper tone to the reading of the Country and to diffuse a love of Literature amongst its inhabitants.

2. Your Memorialists are of the opinion that the establishment of the Educational Depository at Toronto has done a great deal in fostering a desire for Literature among the people of Canada, and has directly added to the wealth of persons in the Book Trade, insomuch as the desire for General Literature has been supplied through their means, and your Memorialists would respectfully refer for a proof of this to the Customs Returns attending this branch of Trade in the Province of Canada.*

3. Your Memorialists would further urge the fact, that the destruction of the Educational Depository would be attended with grave consequences to the people of Canada, seeing that a pure and healthy fountain of Literature would be destroyed, and the advantage lost that Public Schools have enjoyed of forming the nucleus of Public Libraries at an easy and reasonable rate. Further, that whilst Your Memorialists can have no objections to an inquiry into the efficiency of the Depository, as conducted by Doctor Ryerson, and the removal of abuses, if they are found to exist, yet they do not share in the opinion expressed in a Petition presented to your Honourable House by other of their fellow-booksellers as to the inefficiency of this Establishment, or its

* These Customs' Returns are printed on page 295 of this Volume.

detrimental character to their interests, and they would respectfully urge Your Honourable House to weigh well the advantages which the Country has already derived from the existence of such an Establishment, before introducing any change which might impair its present usefulness.

JAMES CAMPBELL, JAMES CARLESS, MACLEAR AND COMPANY, G. R. SANDERSON, ROBERT DICK.
TORONTO, May 10th, 1858.

A copy of the same Petition was presented to the Legislative Council on the 12th of May, 1898, by the Honourable P. B. de Blacquire, on behalf of the Petitioners. In doing so, Mr. de Blacquiere "seconded the views of the Petitioners, being of opinion with them," as he stated, "that the Depository had been of the greatest benefit to the Country."

Some of the local Newspapers in various parts of the Province took part, pro and con, in the discussion. From among them, I select the following on the subject from the *Brampton Standard* of April, 1858, as presenting the fairest and most comprehensive view of the case:—

In 1850 Parliament appropriated £3,000 per annum, for the establishment of Free Public Libraries, in connection with the Educational System of Upper Canada, so as to grant 100 per cent. upon sums not less than five dollars raised from local sources. In carrying out this Library System, Doctor Ryerson proposed to the Government that his Department should be authorized to proceed upon the same plan as that of the Education Committee of the Privy Council on England, and also of the Commissioners of National Education in Ireland. The plan was approved, and, in 1855, Parliament extended it, so as also to supply the Schools with Maps and other School Apparatus, and Requisites. The great extension of the operations of these systems naturally excited the envy of those who had personal pecuniary interests to promote, and a vindictive attack was at once made upon the Public Officer who was supposed to stand in the way of two, or three, Toronto Booksellers' fortune making.

2. Let us inquire in the first place, has any rule of political economy been violated in the establishment of this branch of the School System? By the acknowledgment of all parties, the thought of furnishment of Schools with these Requisites originated with Doctor Ryerson.—He naturally desired to make the Schools thoroughly efficient, and worthy of the efforts made by the people in supporting and extending them, and he well knew that the best means of doing so, was to elevate the standard of the Education imparted in each School in the Province. The first step was the establishment in 1847 of a Normal School, for the training of competent Teachers. But, as no workman can get on well without the necessary "tools of his trade," so Teachers cannot be expected to teach efficiently without the necesasry Apparatus for instruction. It is well known that Children learn better when taught through the eye and consequently Doctor Ryerson's next step was to furnish Teachers with the "tools of their trade,"—Maps, Globes, and various kinds of School Apparatus, etcetera. Any one acquainted with the history of any trade in the Country, will know that to leave the furnishing of such things to a few City Booksellers, who could neither know what was doing in every School Section in the Province, nor be able to embark a large capital in such an enterprise, would be to leave the Schools, save in Cities and Towns, entirely unsupplied with such essential Requisites, or filled with a heterogenous collection, having no connection with the Books used, nor with the mode of instruction employed—aye, and in some cases, particularly that of Geography, positively injurious to the public feeling and British sympathies of the Province.*

*Doctor Ryerson has, in his Report, referred to the injurious influence on the Schools of Upper Canada of the American Geographies, which, (until he superseded them with Geographies prepared in Canada) were exclusively used in the Schools.

3. The people through their Representatives had created a large demand for these articles in the Schools established by public money; and the question naturally arose, "shall that which has been created by a Public System of Schools, be made subservient to the interests of one Trade to the exclusion of all others?" No public Man could for an instant safely advocate such a policy, for it would create a monopoly for certain parties of a most injurious kind and furnish a few with the means of becoming suddenly rich. No such unnatural development of one Trade could be healthy—independently of the fact that such Trade had no right legal, or equitable, to the monopoly. Matters would come to a pretty pass indeed, if it is to be allowed that a system of Educational Institutions shall be established by public money, and endowed for a special purpose,—which special purpose shall be devoted to the personal aggrandisement of a few Booksellers resident in Toronto. The quality of assurance could scarcely be supposed to go so far; yet the present discussion seems to allow it. The same remarks apply to the establishment of Public Libraries. Parliament had enacted that they be established, and, in doing so, had created them for the people at large, not to put the public money into the pockets of the Booksellers.

4. Since the operations of the system now so vehemently attacked by a number of Booksellers and the "*British Colonist*," the Educational Institutions of the Country, have been advantaged far beyond what they could have been, had the supply of these Maps, Apparatus, and Books, been left to private Booksellers. A higher status of education is observable; more interest is diffused,—the School-room has become an intellectual Picture Gallery and a place of attraction for the Children; and a greater taste for reading and general information is now a characteristic of the adult portion of our Community—which will re-act to the benefit of those very Booksellers who now complain,—and the question arises, whether that which has been productive of so much good—which, even in a pecuniary sense, by its granting one hundred per cent. on local contributions, is of so much advantage to our people, should be destroyed and turned to the promotion of the pecuniary interest of a few Booksellers.

5. In this reference we have said nothing of the additional benefit conferred upon the Manufacturing interests of the Country, by the policy already pursued by the Educational Department. The following article from a late number of the *Journal of Education*, is so clear on the subject that we publish it in full:

(1) "*Canadian Manufacture of School Apparatus*:—It will be gratifying to many of our readers to learn, that the chief part of the excellent Apparatus, which is now supplied to the Public Schools of Upper Canada by the Education Department, has been manufactured in Toronto, under the direction of the Department.

(2) "This branch of home industry has been gradually introduced and carefully fostered; and it has now become so extensive and note-worthy, as to render this reference to it no less a pleasure to the Head of the Department than a just tribute to the energetic and enterprising zeal of the persons who are engaged in its prosecution. It is highly creditable to these parties to state, that their work is generally not only equal in point of excellence to the English and American makers, but, in many cases, it is quite superior, and, at the same time, cheaper. To the attainment of this most desirable object, has the attention of the Department been sedulously directed; while it has also sought to suggest such improvements and alterations appeared desirable and practicable; and where none were necessary, it was deemed by the Department essential that in point of finish and adaptation to the objects in view, the article of Canadian Manufacture should compare favourably with its English and American prototpye.

(3) "As it is the object of the Department to bring within reach of private parties excellent and beautiful articles of School Apparatus, as well as provide them for the Public Schools, it has been suggested to the Manufacturer of them, to not merely execute the orders of the Department, but to provide and keep a supply on hand, (as the Department can only supply Municipal and School Authorities with School Requis-

ites), for sale to all that may desire them, that Gentlemen may thus be able to procure these important and pleasing aids to instruction for their own families; and we are sure they will not be the less sought for and the less valued, when it is considered that they are the productions Canadian skill and enterprise.

(4) "The plan of the Department of Public Instruction, has been to import nothing that can be produced at home; to furnish patterns, and to suggest and offer encouragement to attempts for the manufacture at home of all the material appliances of School instruction. The experiment was commenced with the printing of School Books and the manufacture of School Furniture; it has proved completely successful; and every subsequent experience has been equally decisive on the side of Canadian skill and industry. Thus, in everything appertaining to our Schools, from the training of the Teachers, the Architecture of the School Houses, and the furnishing of the smallest article of School Apparatus, our School System is becoming more completely Canadian and therefore proportionably efficient.

The following is from "The Weekly Message" of April the 9th, 1858, published by Mr. William Lyon Mackenzie.

At one time we thought, with [certain Booksellers] that Doctor Ryerson's "Book Concern" was a monopoly; but a more thorough enquiry induced us to change that opinion.* We found that great benefits were obtained for the Townships, the Country Schools, and general education, through Doctor Ryerson's plan, which could in no other way be conferred upon them. We desired to thoroughly examine the invoices, books of account, correspondence and details of receipt and expenditure, but Henry Smith and John A. Macdonald thwarted us there.* The Colonist is barking away at the Doctor, who is quite used to such paper pellets . . . .

* After Mr. Mackenzie had moved for the Return, relating to the Depository referred to on page 318 herewith, the Editor of this History—then Deputy Superintendent of Education.—invited Mr. Mackenzie to visit the Depository and personally to inspect the invoices of Books received and other financial Documents. He did so, and made a somewhat minute investigation into the operations of the Depository. At the conclusion he expressed himself as quite satisfied with the investigation, and was sure that the Depository was a great benefit to the Province. See page 187 of the "Story of My Life," By Doctor Ryerson.

CHAPTER XXXI.

OPERATIONS OF THE EDUCATIONAL DEPOSITORY FROM 1853 DOWN TO THE END OF 1857.

Appended to the Special Report, which was presented to the House of Assembly in the early part of 1858 by the Chief Superintendent of Education, were the following Statistical Tables, giving an account of the operations of the Depository during the years named.

1. STATEMENT of the gross amount appropriated by Municipalities and School Sections and apportioned from the Legislative Grant for School Libraries, and of the value and number of the Volumes supplied, from 1853 to 1857 inclusive.

Year.	Appropriated by Municipalities.	Legislative Grant.	Value of the Books dispatched.*	Number of Volumes.
	£. c. d.	£. s. d.	£. s. d.	
1853 and 1854	6,420 14 10	6,515 14 10	12,844 1 2	100,164
1855	1,217 12 10	1,217 12 10	2,486 15 9	16,578
1856	920 5 4	920 5 4	1,818 19 1	13,701
1857	2,057 10 4	2,057 10 4	4,115 0 8	29,833
Total	10,616 3 4	10,711 3 4	21,264 16 8	160,296

NOTE.—The amount apportioned from the Legislative Grant exceeds that appropriated by Municipalities by £95. This sum is composed of Special Grants to Ramsay, (£70), and Harwick, (£25), in consideration of the amount previously raised by the former Township for Library purposes, and to assist the latter in replacing a Library supplied by the Department, but destroyed by fire.

The Local Appropriations amount to	£10,616 3 4
Legislative Appropriation	10,711 3 4
	£21,327 6 8
Value of Books dispatched	21,264 16 8
Balances still due to the Libraries	£62 10 0

2. In addition to the 160,296 volumes mentioned in the foregoing Table, 2,707 have been sent to Mechanics' Institutes, and to other Educational Establishments, which were omitted in the previous Table, because no Legislative Apportionment was granted in

* Exclusive of the Text and Prize Books, and Library Books to Mechanics' Institutes, etcetera.

these cases. The total number of Volumes dispatched is, therefore, 163,003, classified as follows:

	In History.	Zoology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manuf'tures.	Literature.	Voyages.	Biography.	Tales, Sketches, &c.	Teachers' Library.	Total.
Total sent from 1853 to December 1855..	20266	9187	1635	3636	2540	1070	1823	968	589	5494	5705	11819	8417	12391	30534	1218	117292
January, 1856.....	36	37	....	3	24	9	36	11	3	8	36	22	4	5	2	10	245
February "	.....	3	....	....	....	....	....	....	....	....	4	2	10	.....	.....	....	20
March "	261	41	4	10	27	9	30	16	2	52	44	264	89	135	338	37	1359
April "	137	20	2	21	8	5	2	1	1	30	12	62	41	81	140	8	571
May "	105	10	....	5	4	1	1	....	1	18	2	41	41	32	173	....	434
June "	150	49	14	36	6	5	7	2	2	35	12	74	61	207	108	26	794
July "	236	129	12	83	13	12	11	6	2	46	58	184	155	313	515	22	1796
August "	77	5	....	5	21	3	9	....	2	1	7	55	30	29	103	4	351
September "	19	.....	....	3	...	....	....	....	....	1	5	4	.....	11	227	2	272
October "	225	57	30	46	37	3	27	2	1	40	61	54	58	109	284	21	1050
November "	382	104	32	50	35	7	16	5	3	76	116	266	167	378	848	59	2544
December "	870	197	24	135	112	23	65	12	14	111	99	495	369	544	1094	69	4233
January, 1857....	691	258	46	51	171	35	66	87	9	130	217	464	304	566	1359	31	4435
February "	1049	410	73	110	182	35	98	30	16	274	300	546	347	723	1326	53	5572
March "	1386	439	96	146	215	59	136	39	19	323	417	622	684	1023	2957	58	8619
April "	177	87	22	48	38	10	29	7	6	99	74	100	98	162	295	9	1261
May "	302	108	25	67	34	9	24	4	4	115	32	62	203	195	1073	26	2283
June "	566	172	18	62	57	20	27	1	8	127	99	242	257	319	594	26	2595
July "	405	149	23	41	51	18	36	16	1	107	75	115	156	248	539	20	2000
August "	261	75	11	49	35	4	23	....	1	46	22	90	106	119	342	16	1200
September "	125	32	2	9	8	5	9	....	2	10	14	49	19	40	123	1	448
October "	18	9	4	16	5	....	1	....	....	7	5	26	21	47	194	4	357
November "	78	9	....	9	1	....	....	....	....	3	2	9	9	12	42	....	172
December "	237	15	1	24	20	....	6	....	1	16	16	19	49	62	375	....	891
									Mechanics' Institutes not incl. in the above								2209
	28059	11602	2074	4665	3644	1342	2482	1157	687	7169	7435	15733	11689	17751	43585	7201	163003

3. The Mechanics' Institutes which have received Libraries from the Depository, and the number of Volumes sent to each, are in alphabetical order as follows:—

Berlin	158	1855
Chatham	313	1853
Cobourg	350	1856
Fonthill	137	1858
Guelph	372	1853
Huntingdon, C. E.	150	1855
Oakville	250	1856
Smith's Falls	50	1857
St. Catherines	60	1854
Thorold	90	1858
Toronto	275	1856
Whitby	94	1857
Total	2,299	
Books were also sent to Leeds and Grenville Agricul. Society	208	1855
McGill College, Montreal.....	200	1857
Total Volumes.... ——	2,707	

N. B.—In none of these cases has the one hundred per cent. been allowed; and the Managers—especially those of the Toronto Mechanics' Institute—would have purchased of the ordinary Booksellers, had they not found, on inquiry, that they could best promote the interests of their Associations by applying to the Educational Department. I happen to know, as a fact, that the Agent of the Fonthill Mechanics' Institute did not even apply to the Education Department until after he had inquired at the Bookstores of the Toronto Signers of the Memorial to the Legislature against the Department, and found that he could get but few books that he had been authorised to purchase, and those at much higher than the Official Catalogue prices. Certain Books, which he had purchased at the Educational Depository for the Fonthill Institute, he desired to purchase for his own private use, which, (not being permitted to do at the Public Depository), he purchased at the Store of one of the Signers of the Memorial referred to, and at prices one-third higher than he had paid for the same Books for the Public Institute. He brought those Books, purchased for private use, to be packed and forwarded in the same Case containing the Books for the Fonthill Mechanics' Institute—remarking, at the same time, that the great difference in the prices of Books at the Educational Depository and in the Stores of these Booksellers, quite accounted for the hostility they had expressed to him against the Education Department. (*Editor of this History*).

4. STATEMENT of the Maps and Apparatus supplied to Public Schools in Upper Canada, during the years 1855, 1856, and 1857 respectively.

	Moneys.			Maps.									Apparatus.								Sheets of Object and Tablet Lessons.					Miscellaneous.		
	Local Contribution.	Legislative Apportionment.	Total.	World.	The Hemispheres.	Europe.	Asia.	Africa.	America.	Canada.	British Isles.	Classical and Scripture	Other Maps and Mounted Charts.	Globes of various sizes.	Complete Sets of Holbrook's Apparatus.	Orreries.	Tellurians and Lunarians.	Numerial Frames.	Geometrical Forms and Solids.	Other School Apparatus*	Meteorological Apparatus.†	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules (sheets).	Number of Volumes of Prize Books.	Various Articles.*
	£ s. d.	£ s. d.	£ s. d.																									
1855.....	581 18 10	581 18 10	1,163 17 8	135	...	142	108	94	106	116	95	41	467	48	14	5	8	26	14	33	.....	3,000	1,100	30	3,000	300	260	.....	152
1856.....	1,165 2 2	1,165 2 2	2,330 4 4	136	267	266	201	185	222	277	196	78	192	103	14	10	15	40	81	141	.....	5,046	1,480	316	4,726	941	791	.....	595
1857.....	2,264 15 8½	2,264 15 8½	4,529 11 5	245	405	437	353	316	376	421	515	330	886	261	38	20	17	95	1057	328	7 sets.	6,989	3,818	2,002	7,940	1,686	3,396	2,557	381
Total for 3 years	4,011 16 8½	4,011 16 8½	8,023 13 5	516	672	845	632	595	704	814	806	449	1545	412	66	35	40	161	1152	502	7 sets.	15,035	6,398	2,348	15,666	2,927	4,447	2,557	1,492

*Philosophical Apparatus, and other articles not enumerated.

† A set of Meteorological Instruments, &c., consists of:—
1 Self-Registering Maximum Thermometer,
1 Minimum Thermometer,
1 Standard Barometer,
1 Hygrometer.
} Manufactured by Negretti & Zambra, London.

Rain Gauge,
Drew's Meteorology,
Glaisher's Hygrometical Tables,
Record Book,

Book of Instructions.
Register,
Abstract Book,
Plan of Stars, etcetera.

Part of these Meteorological Instruments and other Apparatus were supplied by the Education Department to the Surveying Party of Red River Exhibition in 1857. They were paid for by the Crown Lands' Department, as stated in the following Letter from that Department: "I have the honour to inform you that an accountable Warrant has been issued in your favour for the sum of Fifty-six pounds, fifteen shillings, (£56 15 0,) in payment of your account for Instruments furnished to the Surveying Party in the Red River Expedition. The said Warrant will be handed to you, on your application at the Office of the Receiver General.

TORONTO, 6th of November, 1857.

ANDREW RUSSELL, Assistant Commissioner.

5. Summary of Stock in the Educational Depository on the 1st of June, 1858.

Stock of Maps and Apparatus, per the following Stock Books, at selling prices:			
Number 1		$11,951.04	
Number 2		5,630.54	
Number 3		3,347.90	
Number 4		1,885.13	
Number 5	$3,974.35		
	2,643.97		
		6,618.52	
Number 6		5,119.23	
Number 7	872.02		
	3,241.50		
		4,113.52	
			$38,665 88
Amount of Stock in Books at selling prices in the Library Depository			29,223 12
			$67,889 00
Amount paid in Britain and the United States for Maps, Apparatus, Books and Exchange from 1850 to 31st May, 1858,		$187,285.44	
Paid for Freight, Duty and other Depository Expenses from 1850 to May, 1858		29,374.00	
			$216,659 44
Value of Goods sold, up to the 31st of May, 1858			163,235 46
Balance of Stock, which the Depository is accountable for			$53,423 98

Toronto, July, 1858. A. Marling, Accountant.

Appendix to the Thirteenth Volume.

By an act of the Ontario Legislature, (41st Victoria), a College, with University powers, was established in the City of London, to be known as the "Western University of London, Ontario." This legislation was obtained for a two-fold purpose: 1st to promote the higher instruction of Students, who might propose to enter the Ministry of the Church of England, which maintains in London the Huron College of Divinity; and 2nd, to provide facilities for higher instruction to Students of all classes and Denominations in "Arts, Science, Literature, Law, Medicine, and Engineering." The Act provides that there shall be no Religious Test required of the Students, and that the Regulations respecting the Course of Study and subjects of Examination for any Degree, Honour, or Scholarship, shall, as far as circumstances, in the opinion of the Senate of the University, will permit, be similar to those in force for like purposes in the "University of Toronto," to the end that the standard of qualification shall not be inferior to that which prevails in the said University. In order to give effect to this provision of the Act the Senate of the Western University has adopted the Regulations

The Western University, and College, of London, Ontario.

of the Calendar of the University of Toronto, so far as they apply to the Courses of Study offered in the Western University, videlicet:—the General Course, and the Honour Courses in Classics, Moderns, History and English.

In 1881 a Medical School was organized, and since that date has sent forth some two hundred and twenty Graduates,—the number of Students in attendance in 1903-4 being one hundred and seven.

In the Law Department, although a Course of Study and Examination was adopted at a Meeting of the Senate, held on the 24th of November, 1885, and a full staff of Professors and Lecturers appointed, yet, owing to the Regulations of the Law Society of Ontario it was found necessary to abandon the attempt to carry out this part of the Charter. The Arts Department passed through various vicissitudes before entering upon its present successful career, which began in 1895. By a new Statute, (45th Victoria), the name of the Institution was changed to the "Western University and Col-

lege of London." The Arts Classes were opened the previous year, with seven Students in attendance. Owing to a serious financial loss, and the difficulty of procuring funds, it was found necessary to suspend operations in the Arts Department in 1888. In 1895, this Department was again put into operation with the Reverend B. Watkins, M.A., Principal of Huron College, as Provost of the University. In 1901, he was succeeded by the present Provost, Mr. N. C. James, M.A., Ph.D. The University is governed by a Senate, consisting of thirty Members, ten of whom are the senior Graduates of the Institution. According to the Statute, all Members of the Senate must belong to the Church of England. (*Contributed*).

ONTARIO LADIES' COLLEGE, WHITBY.

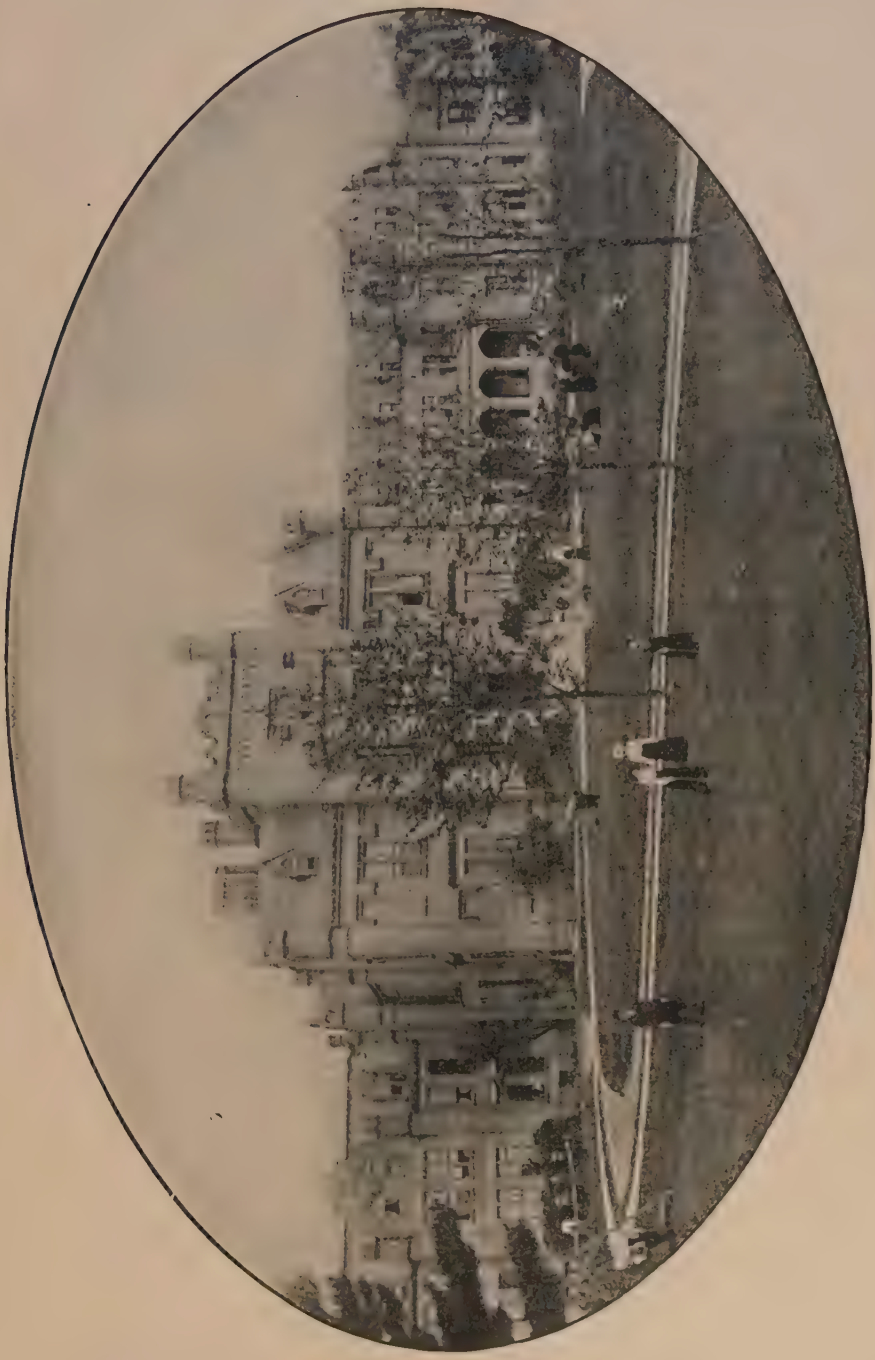
The Ontario Ladies' College at Whitby was formally opened in September, 1874. by His Excellency the Earl of Dufferin, then Governor-General of Canada. The main Building, formerly known as "Trafalgar Castle," was purchased from the late Sheriff N. G. Reynolds, and was considered, at the time, one of the largest and most handsome Residences in Canada. It is supposed that Mr. Reynolds was stimulated to build this costly and palatial structure by the ambition to entertain in it some Member of the Royal Family. This he actually did, at the time of the visit of His Royal Highness Prince Arthur, accompanied by His Excellency Lord Lisgar and suite. The style of architecture is Elizabethan. The material is white brick, with foundations, cappings, and mouldings of freestone. The halls are exceptionally wide, with a great variety of recesses, niches, and arches for statues.

The College was at first chartered under a general Act of the Legislature affecting Joint Stock Companies. A year afterwards a special Act of incorporation was obtained, placing it under the moral oversight of the Methodist Church, but leaving its Finances and the Course of Study to be managed by a Board of Directors, to be appointed by the Stockholders. During the first four years, the attendance of resident Students increased to such an extent that the Directors found it necessary to erect a Wing to the north, 60 feet x 60 feet, known as "The Ryerson Hall." The Corner Stone of this Building was laid by the late Reverend Doctor Ryerson, then Chief Superintendent of Education for Ontario. At the same time, a detached Residence, known as "The Cottage," was erected for the Governor of the College.

In 1895, another still larger Wing was added to the south of the Building, 141 feet long by 50 feet wide, known as the "Frances Hall," connecting the Main Building with "The Cottage." A kitchen extension, 55 feet by 38 feet, was also added. Other improvements were introduced, thereby providing for the Students all the comforts of the best city homes.

At first there were about fifteen acres of land in connection with the College. These have been increased from time to time, until now there are about sixty acres, thus providing abundant facilities for all kinds of Athletic Exercises, suitable for young ladies, such as Croquet, Tennis, Basket Ball, Tobogganing, Golfing, and those of a Riding School. There is a Vegetable Garden and Orchard for those Students, who would enjoy the exercise which they afford. In Literary Subjects, there are two courses: the one leading to the M. E. L., the other to M. L. A. The former is equivalent to Senior Matriculation in a University, or a First-Class Non-professional Status, the latter to the two years' work of a University Course. Several Students have already been prepared in the Ontario Ladies' College to enter the Junior, or Third, year Course of Toronto University.

The Musical Courses in Piano, Pipe Organ, Violin, Theory of Music and Voice Culture are the same as those of the Toronto Conservatory of Music, and all Students who take the College Diploma, secure, at the same time, the Diploma of the Conservatory. The College Concert Hall is provided with a large Pipe Organ for the use of the Organ Students. Full graduation courses have been established in Fine Arts, Elocu-



ONTARIO LADIES' COLLEGE, WHITBY.

tion, Commercial Branches, and Domestic Science, under Teachers of the highest professional standing. In the matter of Domestic Science and Art a Normal Course for Teachers has been provided. The leading characteristic of the College is sound scholarship, based on Christian Principles. The Rev. Doctor Hare has been Principal since its inauguration in 1874.

For twenty-nine years Doctor Hare has presided over the studies of thousands of young ladies who have attended the Ontario Ladies' College at Whitby. He is a native of the County of Carleton. At the early age of thirteen he entered Victoria Univrsity. A few years afterwards he taught the Public School at Richmond, and in 1873 he took his degree of Bachelor of Arts at Victoria. In his University course he not only won a scholarship, but took many first prizes, including Honour Metaphysics, Hebrew and Scripture History. On graduating he was ordained as a Minister, and served as such at Chatham, Smith's Falls and London.

In 1874, the year of the foundation of the Ontario Ladies' College, he was appointed to the Principalship, which position he filled with such success that he was, in 1879, appointed Domestic, or Moral, Governor, (in succession to the Reverend J. E. Sanderson, M.A., who returned to the work of the Ministy), as well as Principal.

Doctor Hare received the degree of Master of Arts from Victoria University in 1876, and won his Degree of Ph.D. from the Illinois Wesleyan University.

For the first few years of the College Mrs. Hare held the office of Lady Principal, during which time she did much to advance the Social and Religious life of the College. Then followed Miss Adams, a well-known Canadian Educator of long experience and distinguished ability. The present Lady Principal is Miss N. Burkholder, B.A., a Lady of broad culture and pleasing address, eminently fitted to fill acceptably the position to which she has been appointed. For several years the attendance of resident Students has been from 130 to 150, with about 30 day Students. Notwithstanding the large additions already made to the Building, the Board of Directors are again thinking of an enlargement of the College, so as to meet the requirements of the constantly increasing attendance of Students. (*Communicated.*)

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